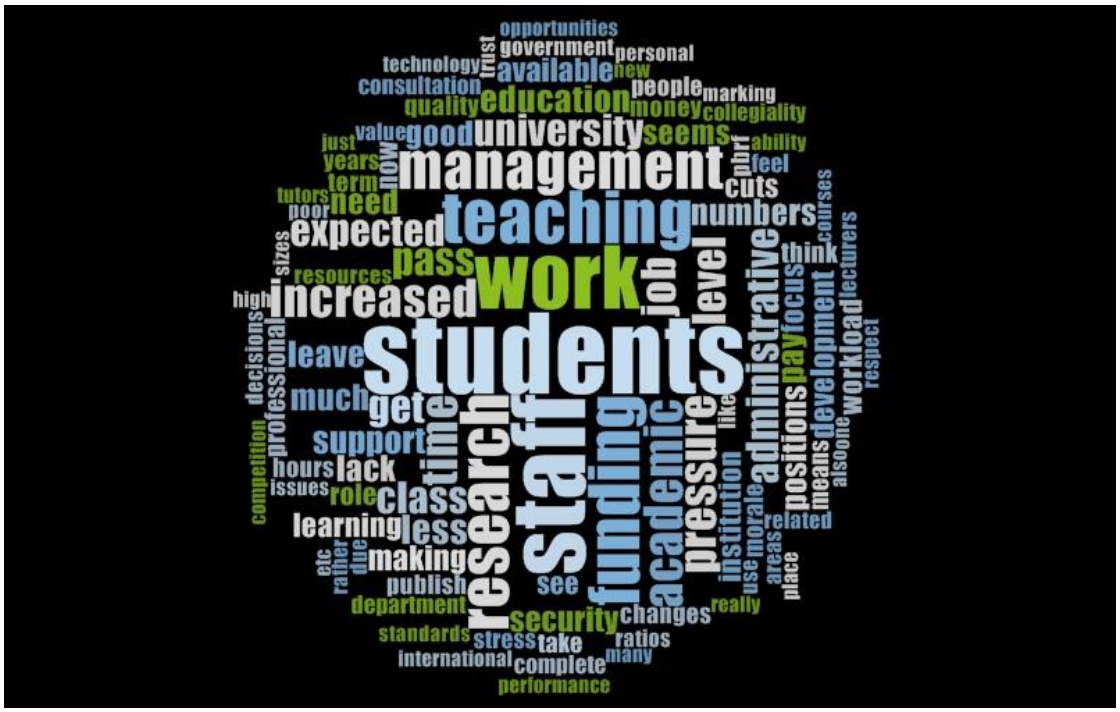
TERTIARY EDUCATION UNION
Te Hautū Kahurangi o Aotearoa

The State of the Tertiary Education Sector in New Zealand – 2013



Final Report of Findings from the Survey of Work and Wellbeing in the Tertiary Education Sector

Prepared by

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Executive Summary

This report details findings from a TEU-commissioned study concerned with the impact of tertiary education sector changes on sector wellbeing. The tertiary education sector in New Zealand has undergone much change over recent years as a result of successive government policy decisions. Such changes include perceived threats to academic freedom, the role of the tertiary education sector in society, the casualization of academic work, perceived inroads of corporate managerialism into education governance structures, and the well-being of those who work in this sector. This report presents a snapshot of the current conditions that people working in the sector work under, their perceptions of changes since they commenced working in the sector, and benchmarks levels of wellbeing in key areas such as stress, job satisfaction and exposure to workplace bullying.

The Survey of Work and Wellbeing in the Tertiary Education Sector surveyed academic and support staff from New Zealand universities, polytechnics, technical institutes and wananga. Almost 3,000 respondents completed the survey, the majority of whom were union members. The findings detailed in this report paint a picture of deteriorating wellbeing, with intensifying workloads and reduced satisfaction with work in the sector.

Over one-third of academic staff reported that their level of academic freedom was worse to some degree than when they commenced working in the sector, as was their opportunity to act as "critic and conscience" of society. Respondents perceived a poor climate for participation and involvement in the tertiary education sector, with nearly three-quarters believing there was insufficient staff involvement in decision making and policy development. Many respondents also felt that sector leadership had deteriorated, with poor communication by management about where the organisation was going and planned changes key concerns.

Respondents reported that workloads had got worse across a range of areas, with administrative workload arising from accreditation, auditing and compliance processes, and quality of student language and numeracy competencies being major contributors.

Job security within the sector appears to be on the decline, with nearly half of respondents believing that their job security was worse than when they started working in the sector. A high number of participants anticipated that they will be subject to restructuring within the next two years, and, alarmingly, about one-in-three believed they would themselves be made redundant within that time period.

Despite the strong sense of dissatisfaction regarding the experience of working in the New Zealand tertiary education sector identified in this research, the study found that most respondents reported that they would still work in the sector if they were to have their careers over again. Indeed, relatively few respondents reported that they would be likely to seek work elsewhere within the next two years, while nearly one-half believed they would continue working in the sector beyond the age of 65.

Turning to the wellbeing of sector staff, job satisfaction ratings were unfavourable when compared to those reported by other New Zealand population groups, with slightly lower satisfaction rates reported by academics when compared to support staff. Of greatest concern for individual health and wellbeing were the relatively high levels of reported job stress and workplace bullying, with job stress reported to be worse since commencing work in the sector by nearly two-thirds of the sample. Workload factors, such as exposure to unmanageable workloads and high work pressure, were found to be important contributors to both workplace stress and bullying. As there is considerable evidence from international and New Zealand research that workplace stress and bullying are major causes of lost-time, ill-health, absenteeism, and reduced morale and productivity, these psychosocial risks should be the focus of urgent sector initiatives targeting improvements in sector wellbeing.

1.0 Background

The public tertiary education sector in New Zealand, as elsewhere in the world, is undergoing significant change.[1] Such changes are potentially profound and include core issues such as threats to academic freedom, the independence of higher education institutions from state interference, re-evaluations of what defines academic work and the role of the tertiary education sector in a society, the casualization of academic work, perceived inroads of corporate managerialism into education governance structures, and the well-being of those who work in this sector, including stress[2] and satisfaction levels.[3]

The present study builds upon this earlier work. Late in 2013 the Tertiary Education Union Te Hautū Kahurangi o Aotearoa (TEU) undertook a survey of public tertiary education sector staff in New Zealand, including university, polytechnic and wananga, to examine their perspectives on the extent and impact of changes that have occurred in the sector. The survey aimed to obtain staff views on what has changed regarding the work that they do and the context of that work. It also obtained detailed information on the state of morale and well-being among those who work in the sector. The findings presented in this report represent a snapshot of the current conditions that people working in the sector work under, their views of any changes that they have experienced in the sector, and benchmarks levels of well-being.

To provide an independent analysis of the survey findings, and to ensure that all information provided on the survey would be anonymous and held in the strictest confidence, the TEU commissioned a team of senior academics from the New Zealand Work Research Institute at the Auckland University of Technology (AUT) to conduct the research. An Advisory Group of experienced staff from other institutions was also put together to have oversight of the research.

In the expectation that the information obtained would be useful to the sector as a whole and to individual institutions, the TEU sought the support of Vice Chancellors and Chief Executives of all public tertiary organisations in New Zealand for this research (see Appendix 1). Unfortunately this support was not generally forthcoming and the ability to involve non-union members therefore severely curtailed. The findings therefore mainly represent the views of union members in the New Zealand tertiary education sector. That said, the respondent sample of more than 2900 people (68% of whom indicated they were union members) is large and diverse, well experienced in working in the tertiary education sector (see Section 3.0 below), and therefore provides a useful indicator of the views of those who work in the sector.

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[1] Teichler, U., Arimoto, A. and Cummings, W.K. (2013). *The Changing Academic Profession*. New York: Springer.
[2] Winefield, A.H., Boyd, C., Saebel, J. and Pignata, S. (2008). *Job Stress in University Staff*. Bowen Hills QLD: Australian Academic Press.
[3] Bentley, P.J., Coates, H., Dobson, I.R., and Geodegeburre, L. (Eds.) (2013). *Job Satisfaction around the Academic World.* New York: Springer.

2.0 Our Approach

The Survey of Work and Wellbeing in the Tertiary Education Sector was developed by the NZ Work Research Institute research team in close partnership with the TEU. To assist the survey development process and to ensure contextualisation of the survey, a project Advisory Board was also established in conjunction with the TEU, comprising key stakeholders from across the sector (see Appendix 2). Themes for inclusion in the survey were identified following discussions with the TEU, the Advisory Board, and a review of the international literature on tertiary education sector change and wellbeing. In determining which sector staff to include and exclude in the survey, it was decided that the issues of change and wellbeing in the sector were most directly relevant to academic staff responsible for teaching and/or research, as well as staff who supported teaching and research, including allied staff, administrators, managers and others in support roles.

The questionnaire survey was developed iteratively, with multiple rounds of peer review by TEU senior staff and the project Advisory Board. The variables contained in the survey were mostly measured using standardised scales, with a preference for measures for which normative data was available for comparison purposes from recent New Zealand samples.

A draft questionnaire was distributed by the TEU to Vice Chancellors and Chief Executives of all public tertiary education institutions, requesting feedback and comments on survey content. The feedback received was largely concerned with the perceived negative tone of some of the standardised scales used to measure study variables and the length of the survey. In response, a number of survey items were re-worded or the response scale reversed, resulting in more positive wording. The survey was then piloted with a range of internal staff at AUT University and amongst members of the Advisory Group, resulting in a small number of wording and formatting changes in the finalised survey. At this point a full application was made to the AUT University Ethics Committee for approval to undertake the study. Approval was granted for the study in October 2013 (Approval number: 13/264).

The survey was administered during the months of October and November, 2013. All union members and all staff in those few institutions that agreed to participate in the study received an emailed invitation to participate by clicking on a Web link to the survey. This directed them to an information sheet, which informed respondents about why the survey was being undertaken and their rights as participants. Respondents were then directed to the survey itself, which was completed on-line using the Qualtrics software and submitted upon completion directly to the researchers. Not all participants were required to answer all questions, depending on their occupational role, therefore Qualtrics survey logic functionality was used to direct participant's to the relevant questions. Quantitative data was cleaned and analysed using SPSS v22, while qualitative data was analysed using NVivo and Leximancer.

3.0 The Participants

A total of 2,931 people who work in the tertiary education sector responded to the online survey. An additional 326 people looked at the survey but did not answer it, and are therefore clear refusals to participate. Response rates for online surveys are difficult to determine as we do not know how many people within the sector were aware that the survey was being conducted. Furthermore, not all those who started the survey completed all the questions relevant to their role.[4] What we do know is that 36,325 staff were employed by public tertiary education institutions in 2013[5], giving an indicative response rate of 8% for the sector as a whole.

Because of the number of unions involved that also cover employees outside the sector, it can only be estimated that around 13,000 people belong to unions in the sector. The two largest unions reported a combined membership of 11,946 in 2013.[6] Survey participants were asked if they were currently a member of a union where they worked, with 2,003 (68.3%) responding 'yes'. On the assumption that all union members were informed of the survey, the respondent population therefore represents an estimated response rate of 16% of union members.

Table 1 below shows the institutions at which the respondents worked. The bulk of respondents worked in a university (67.8%), with all eight universities represented and with the University of Otago and Massey University having the largest number of people responding. The balance of the survey participants worked at an institute of technology / polytechnic (30.6%) or a wananga (1.6%). This is in similar proportions to the 65.5%, 29.5% and 5% of all staff employed by public New Zealand universities, polytechnics and wananga respectively in 2013.

Respondent diversity was apparent in the roles that they were currently engaged in**. Of those in academic roles (68.7%; n= 2015),** Senior Lecturers (31.9%) and Lecturers (18.4%) were the largest groups, followed by Tutors (12%) and Senior Tutors (8.4%). Professors and Associate Professors made up 13.6% of respondents, followed by a group (5.8%) comprising VCs & CEOs, Deans, Associate Deans, Heads of School, Academic Directors and Programme Leaders. The remainder in academic roles were small numbers of post-docs, research fellows, correctors, demonstrators, and teaching assistants.

Of the 916 respondents (31.3%) in non-academic support or management roles, 22.1% were library staff, 19.9% were in central administration and management roles, 15.2% were engaged in academic unit administration and management, 11.8% in ICT services, and 12.3% in laboratory, technical support or trades roles. The remainder (18.8%) were engaged in a wide range of often individually specific functions and positions that, in the interests of confidentially, will not be reported.

[4] In the findings that follow, all responses to any given question are utilised; hence the number responding in each instance varies from 2931.
[5] http://www.educationcounts.govt.nz/statistics/tertiary_education/resources
[6] http://www.societies.govt.nz/cms/registered-unions/annual-return-membership-reports/union-membership-return-report-2013

Table 1: Which tertiary education institution is your main employer? (N=2931)

Tertiary Institute	Frequency	%
Auckland University of Technology (AUT)	164	5.6
Lincoln University	102	3.5
Massey University	444	15.1
University of Auckland	286	9.8
University of Canterbury	121	4.1
University of Otago	460	15.7
University of Waikato	139	4.7
Victoria University of Wellington	270	9.2
Aoraki Polytechnic	18	0.6
Bay of Plenty Polytechnic	11	0.4
Christchurch Polytechnic Institute of Technology	96	3.3
Eastern Institute of Technology	63	2.1
Manukau Institute of Technology	84	2.9
Nelson Marlborough Institute of Technology	50	1.7
Northtec	39	1.3
Otago Polytechnic	33	1.1
Southern Institute of Technology	30	1.0
Tai Poutini Polytechnic	9	0.3
The Open Polytechnic of New Zealand	30	1.0
Unitec	80	2.7
Universal College of Learning	69	2.4
Waiariki Institute of Technology	41	1.4
Waikato Institute of Technology	90	3.1
Wellington Institute of Technology	55	1.9
Western Institute of Technology	36	1.2
Whitireia NZ	64	2.2
Te Wananga o Aotearoa	35	1.2
Te Whare Wananga o Awanuiarangi	12	0.4

Note: Appendix 3 reports these data by academic and support role.

In terms of participant demographics, 56% were male and 44% female (n=2215). Slightly more women (51.6%) than men (48.4%) were in academic roles.[7] In the non-academic support roles, women (66.6%) significantly outnumbered men (33.4%).

Respondents were asked to indicate "what ethnic group(s) do you belong to" from a list of 10 options. They could endorse as many groups as they wished, with each group treated as a separate variable. A quarter of the participants refused to answer the question. Table 2 below shows the responses of those who did answer, but with those reporting Pacific ethnicities combined in order to protect identities. Note also that percentages total more than 100% due to participants endorsing multiple ethnicities.

Table 2: Respondent ethnicity

	Responses		Percent of Cases
	N	Percent	
NZ Maori	176	7.6%	8.0%
NZ European / Pakeha	1628	70.0%	74.1%
Combined Pacific Islands groups	34	1.5%	1.5%
Chinese	26	1.1%	1.2%
Indian	18	0.8%	0.8%
Other European	256	11.0%	11.7%
Other	187	8.0%	8.5%
Total responses	2325	100.0%	105.9%

a. Dichotomy group tabulated at value 1.

The average age of the participants was 50.72 years (SD=10.4; n=2138). They were also experienced in their roles, with a median of 13.5 years working in higher education anywhere in the world, 12 years working in New Zealand tertiary institutions, and had worked for their current employer for a median of 10 years, with 6 years in their current role.[8]

They also worked in a very diverse range of academic or service fields, with no single area dominating or standing out as potentially biasing the respondent sample (see Appendix 4).

The majority of participants were permanently employed, either full-time (73.7%) or part-time (13.3%). The remainder were either full-time (7.5%) or part-time (4.4%) on a fixed-term agreement or in casual employment (1.1%) (N=2909). Statistically significant differences were however found regarding the employment status of respondents by type of

[7] Female academics were 49% of New Zealand tertiary academic staff in 2013.
[8] While the SD for age is large, the medians and modes are all very similar and the distribution approximates the normal. The experience variables however are all negatively skewed, hence the median is reported.

institution (χ^2 (8) = 37.59.13, p = .000), gender (χ^2 (4) = 83.70, p = .000) and, to a lesser extent, whether or not someone was employed in an academic or support role (χ^2 (4) = 29.46, p = .000). Those working in polytechnics were less likely to work on a full-time permanent employment agreement and more likely to be part-time permanent than those in other institutions, while wananga employees were more likely to be on full-time fixed-term agreements (see Figure 1). Women were also less likely to be employed in permanent full-time roles and more likely to be in permanent part-time work than men (see Figure 2), while those staff in academic roles were slightly less likely to be employed full-time permanently and more likely to be in fixed term roles than support staff (see Figure 3).

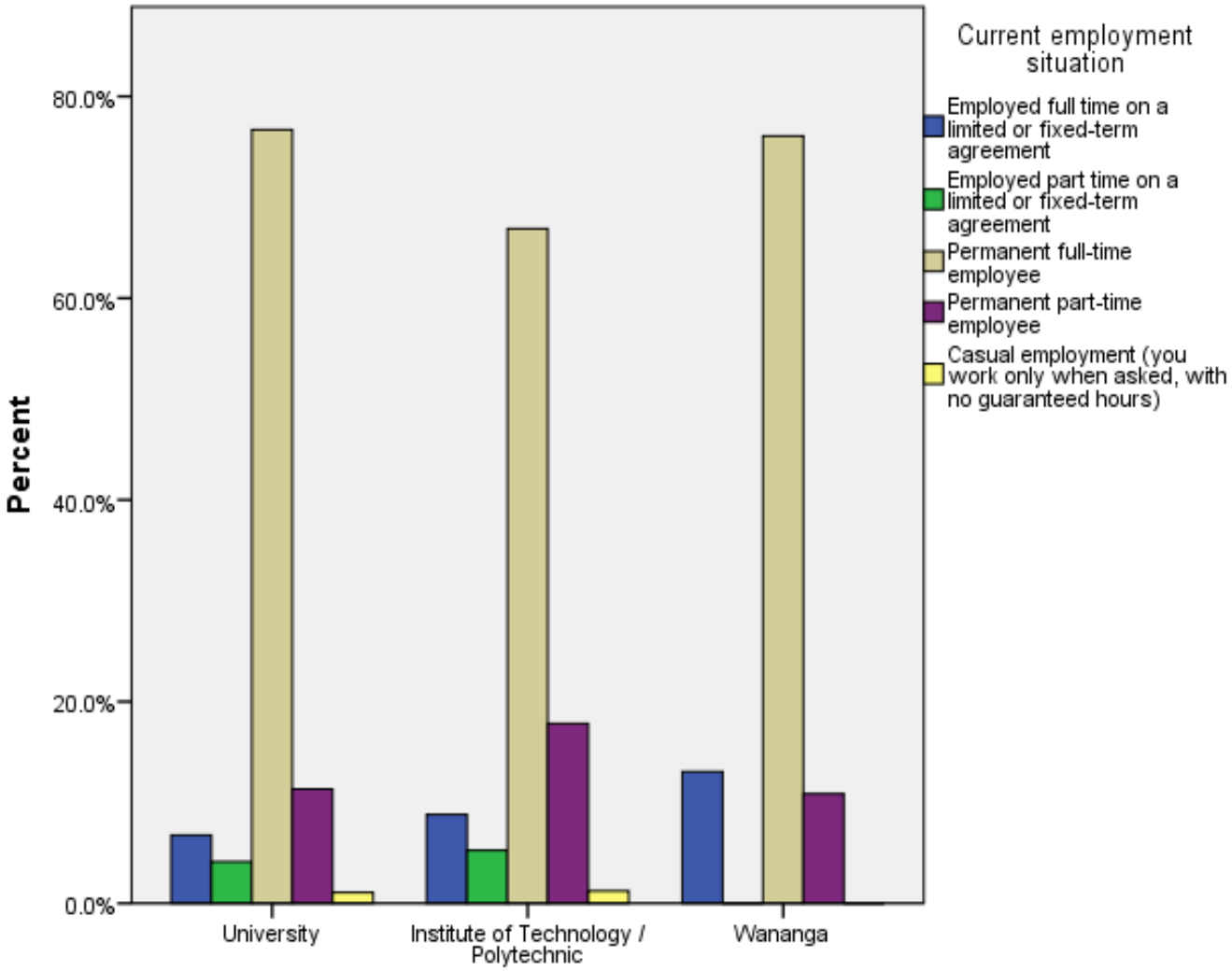


Figure 1: Current employment situation by institution type

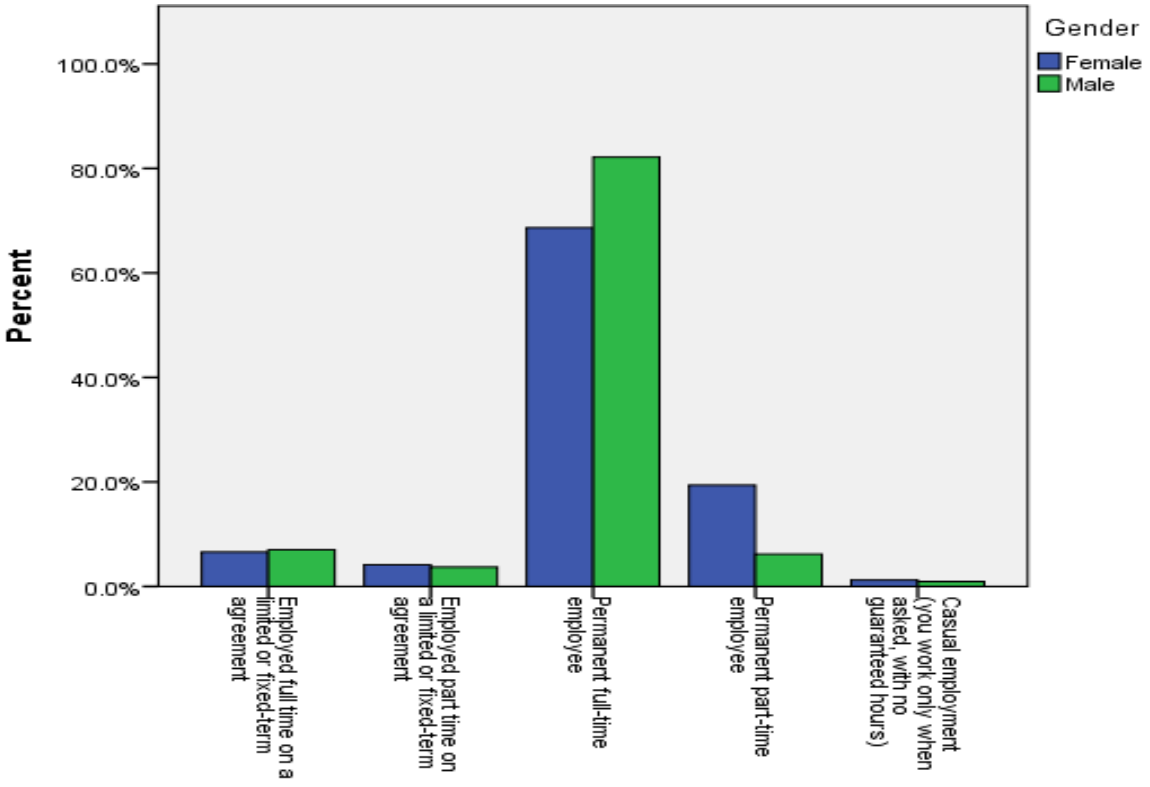


Figure 2: Employment status by gender

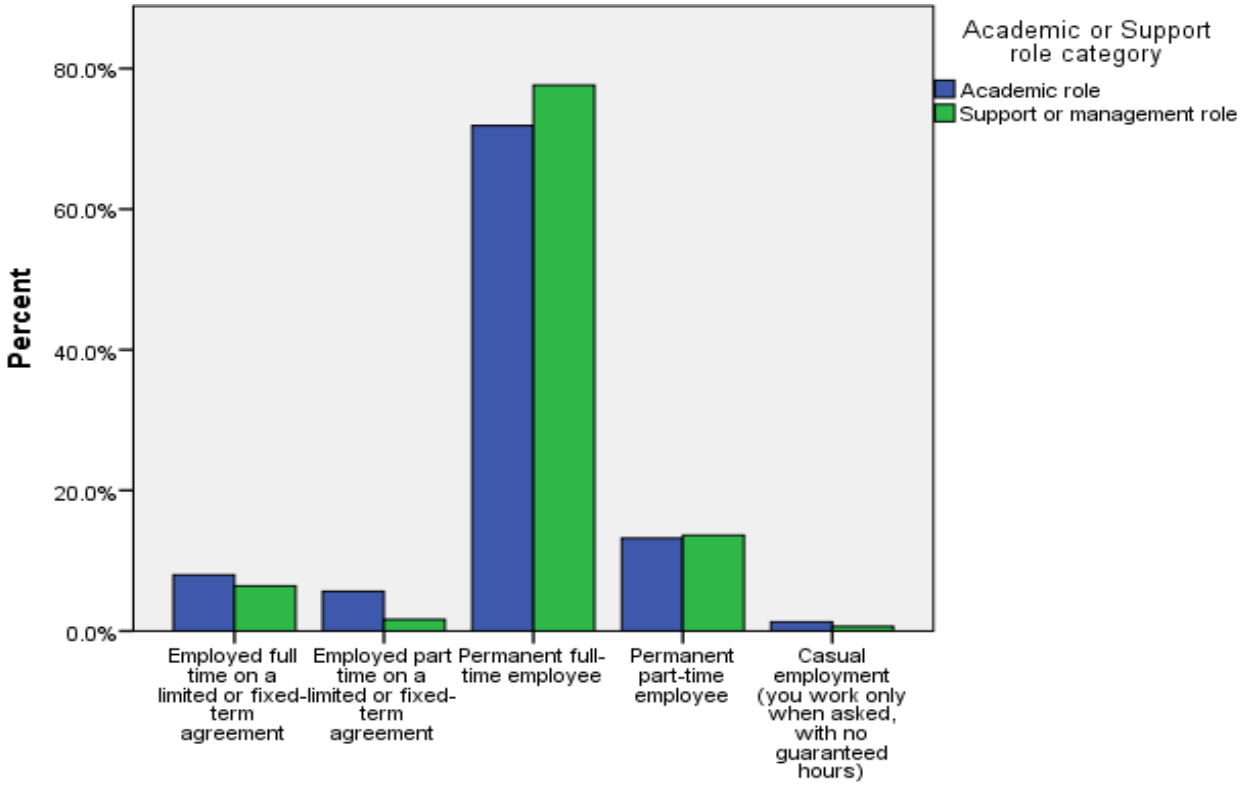


Figure 3: Employment status by role

Overall, from the above, it would appear that the respondent population is diverse, rather than dominated by any particular group, other than being union members, or a narrow range of groups. This, together with the large sample size, suggests that the findings reported below are a useful indicator of the likely views of those who work in the sector.

4.0 Context and Change in the Tertiary Education Sector

The survey contained numerous questions, both open and close-ended, regarding respondent perceptions of change in the sector since they started working in it. The survey also elicited their views on aspects of leadership and management at their respective institutions, and the conditions under which they work.

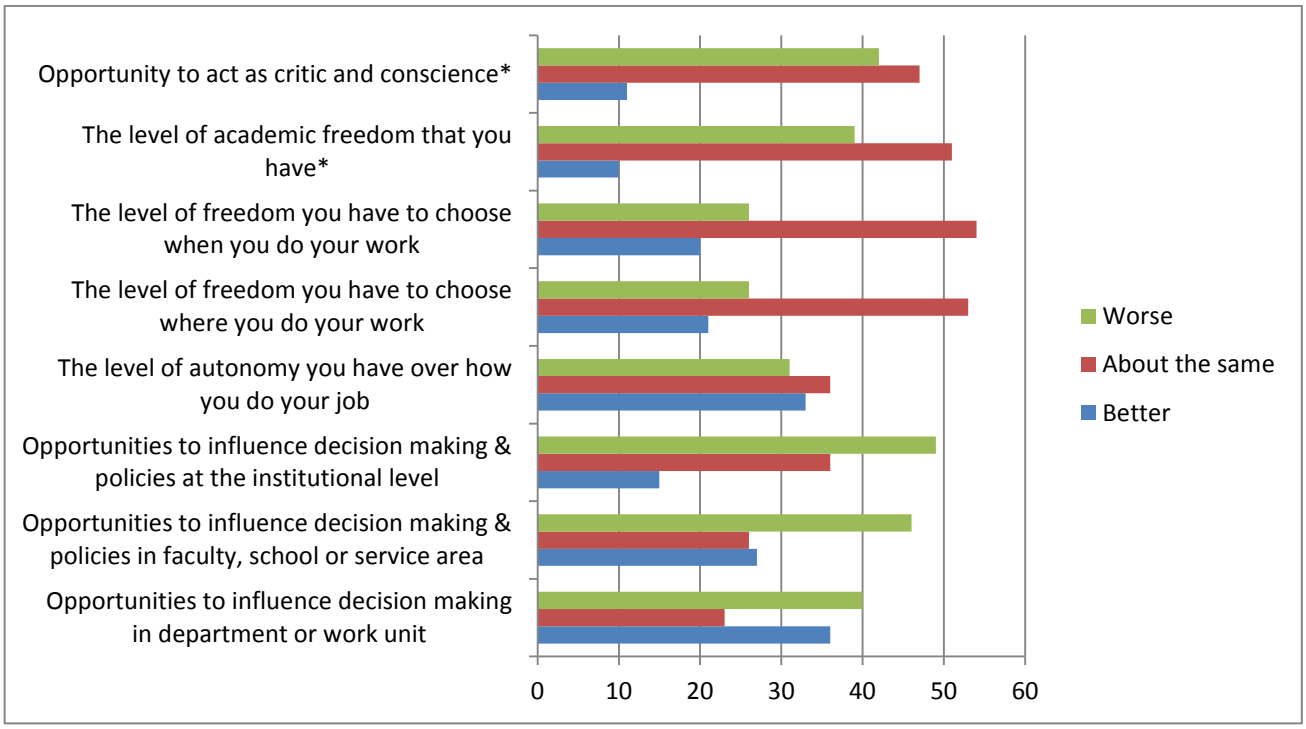
4.1 Involvement, Participation and Collegiality

The advent of the 'new public management' (NPM) paradigm[9] has seen the introduction of a number of private sector managerialist principles into the public sector.[10] Managerialism, in this context, connotes a mixture of increased control via the setting and measurement of performance standards and expected results,[11] productivity improvement through efficiency improvements and cost cutting, and decentralised management decision making but with increased accountability, particularly over budgets and expected outputs. In higher education, concerns arising from NPM have revolved around the potential undermining of the high levels of professional autonomy, collegiality and participatory decision making that some see as normative for the sector.

Figure 4 reports participant perceptions of whether their opportunities to participate in decision making have got better or worse since they had started working in tertiary education, together with changes in their autonomy and perceptions regarding 'academic freedom'. A more detailed breakdown of participants' responses to these items is provided in Appendix 5. As Teichler *et al*. (2013) note, the concept of academic freedom, while seldom defined, is seen as a core tenet of the academic profession.[12] It connotes a freedom, without fear of loss of tenure or position, to decide whatever intellectual course of action academics wish to pursue, the content of what they teach and the manner in which they do so, their choice of research topics and outlets of publication, and to be critical thinkers and challengers of the status quo. While there may be resource, procedural and legal limitations imposed on such freedoms, nonetheless there has long been considerable leeway, compared to others, in how academics craft their work.

[9] Hood, C. (1991). A public management for all seasons. *Public Administration*, 69 (1): 3-19.
[10] Sanderson, I. (2001). Performance management, evaluation and learning in 'modern' local government, *Public Administration,* 79 (2), 297-313.
[11] For example, Mather, K. and Seifert, R. (2014). The close supervision of further education lecturers: 'You have been weighed, measured and found wanting'. *Work, Employment and Society*, 28 (1): 95-111.
[12] Teichler *et al*. (2013) op cit.

As Figure 4 shows, over a third (39%) of academic staff reported that their level of academic freedom was worse to some degree, as did 41.9% regarding their opportunity to act as "critic and conscience" of society, despite this being a characteristic of a university defined in Section 162 of the Education Act. As Jones *et al*. (2000, p. 1) state, "Academic freedom is inseparable from a university's role as critic and conscience of society. This is because academic freedom can only exist within an environment that encourages creativity, radical ideas and criticism of the status quo; and conversely, freedom is needed to express criticism."[13]



Note: * indicates those questions answered by academic staff only.

Figure 4: Change in participation and academic freedom since starting in the sector

These findings were reflected in qualitative responses that highlighted deterioration in academic freedom in teaching, research and speaking out. For example, one respondent commented, *"This encapsulates everything from contesting policy to teaching particular curricula and particular research being encouraged."* Another respondent noted deterioration in the *"Freedom to disagree with the dominant views of the institution. Chances to act as critic and conscience are reduced and have associated risks."*

Furthermore, over a third also reported that their opportunity to influence decision making and policy at their department/work unit level (40.4%), faculty/school/service area (46.3%), or institutional level (49.1%) had got worse since they started in working in tertiary

[13] Jones, D.G., Galvin, K. and Woodhouse, D. (2000). *Universities as Critic and Conscience of Society: The Role of Academic Freedom.* New Zealand Universities Academic Audit Unit Series on Quality: Number 6.

education. These findings were reflected in qualitative responses such as: *"Lack of input into higher level decision making as the corporate governance model is increasingly applied"*, and *"I used to work in a democratic, consultative, system that valued my professional expertise and contributions."* Such responses were not restricted to academic staff, as the following response shows: *"The lack of transparency around decision making, the lack of consulting around decisions and the fact that as a general staff member it's hard to find a process to contribute to any decisions."*

Table 3 provides insight into the current climate for participation and involvement in the tertiary education sector, with the clear majority (88%) agreeing that there was a top-down style of management at their institution, only just over a third (36.4%) agreeing there was a climate of collegiality in decision making processes, 70.7% disagreeing that there was sufficient staff involvement in decision making and policy development, and most (77.7%) disagreeing that there was a genuine willingness to share power and authority with the employees at their tertiary institution. In their qualitative responses, some respondents specifically highlighted top-down, hierarchical, or authoritarian management. For example, *"Top-down hierarchical management is increasingly autocratic in its decision making processes."* Similarly, *"There is a rigid, top-down structure, which is only increasing. Senior staff and divisional heads actively clamp down on staff initiative, and do not let us lower creatures do anything without checking with them a million times."*

Table 3: Institution level climate for participation

At your institution there is…	Valid N	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
A top-down management style	2336	2.2%	3.1% **(11.9%)**	6.6%	15.5%	29.0% **(88.0%)**	43.5%
Collegiality in decision-making processes	2350	15.8%	22.1% **(63.6%)**	25.7%	23.2%	10.4% **(36.4%)**	2.8%
Sufficient staff involvement in decision making and policy development	2337	21.7%	24.6% **(70.7%)**	24.4%	17.5%	9.8% **(29.3%)**	2.0%
Adequate student voice in determining policy that affects them	1926	14.3%	20.8% **(60.2%)**	25.1%	23.4%	13.4% **(39.9%)**	3.1%
Sufficient managerial support for academic freedom	1922	12.1%	18.7% **(52.5%)**	21.7%	27.3%	16.8% **(47.6%)**	3.5%
A willingness to genuinely share power and authority with employees	2287	28.3%	24.4% **(77.7%)**	25.0%	14.2%	7.0% **(22.3%)**	1.1%

Note: Percentages in parentheses are the aggregated "agree" or "disagree" ratings.

Furthermore, fewer than half (47.6%) thought there was sufficient support for academic freedom by management, and the majority (60.2%) disagreed that there was adequate student voice in determining policy that affected them.

In short, the climate for participation does not appear strong in the sector and is not getting better for most who work within it.

4.2 Leadership and Institutional Management

The survey contained a number of questions eliciting participant views on the nature and climate of leadership and management at their institutions. The responses to these are summarised in Table 4 and collectively provide a snapshot of employee perceptions for the sector.

Table 4: Climate for institutional leadership and communication

At your institution there is…	Valid N	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
A strong emphasis on the institution's mission	2265	2.4%	6.7% **(21.4%)**	12.3%	32.4%	32.4% **(78.7%)**	13.9%
Good communication between management and staff	2409	17.2%	20.8% **(58.0%)**	20.0%	23.8%	15.0% **(42.0%)**	3.2%
A strong performance orientation	2335	3.4%	6.0% **(20.7%)**	11.3%	25.5%	33.4% **(79.3%)**	20.4%
Efficient administrative processes	2379	15.1%	19.5% **(58.6%)**	24.0%	23.0%	14.5% **(41.3%)**	3.8%
Competent leadership among top-level managers	2337	18.3%	20.9% **(59.0%)**	19.8%	22.3%	14.5% **(41.1%)**	4.3%
A lack of information about what is going on	2380	3.9%	8.8% **(31.6%)**	18.9%	22.2%	24.9% **(68.3%)**	21.2%
Good relations between management and unions	1951	17.3%	16.7% **(56.6%)**	22.6%	26.8%	14.5% **(43.5%)**	2.2%
Good communication from management about any proposed changes	2380	16.0%	19.7% **(60.7%)**	25.0%	24.5%	12.4% **(39.4%)**	2.5%
A clear commitment from management to be a good employer	2351	17.3%	18.1% **(56.8%)**	21.4%	23.8%	15.2% **(43.2%)**	4.2%

Note: Percentages in parentheses are the aggregated “agree” or “disagree” ratings.

Certainly the clear majority (78.7%) agree that a strong emphasis is placed on their institutions mission, and 79.3% agree there is a strong performance orientation at their institution. Most respondents (58%) however disagreed that there was good communication between management and staff, the majority (68.3%) agreed there was a lack of information about what is going on in their institutions, and 60.7% disagreed that there was good communication from management about proposed changes. These three items point to a clear need to improve managerial communications to staff in the sector. These findings were reflected in qualitative responses such as *"Poor communication through to individuals not in management teams"*, and *"Management communication is still mainly hopeless, in spite of multiple libraries of management books suggesting it is VERY important."* However, other respondents commented on an improved experience of communication in their particular organisations, such as, *"Communication university-wide, letting staff know what is happening across the university."*

4.3 Workloads and Intensification

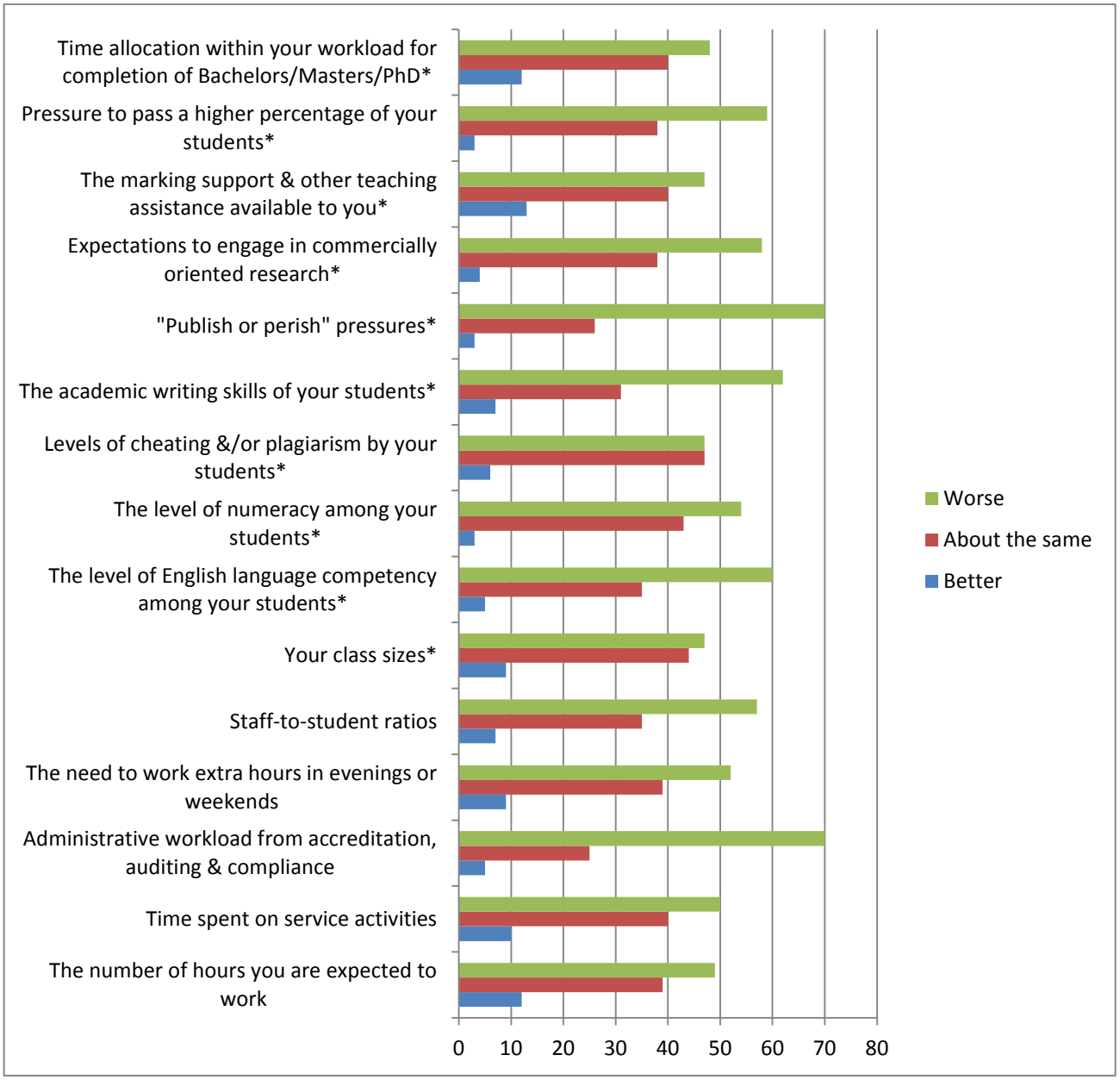
In the research on work intensification, work intensity has been found to put greater demands on an individual's resources, and is associated with greater fatigue, physiological and psychological health deterioration, work-family conflict, and lower job satisfaction, while work under intensified pace and demands is associated with increased stress.[14]

The measurement of intensification is not, however, without its complexities. Measuring the 'hours worked' over some defined time period is not uncommon in studies of work intensification.[15] However, working hours are an ambiguous indicator of intensification[16] because there are numerous reasons, positive and negative, why employees work extended hours.[17] It is therefore preferable to include measures of the qualitative experience of effort demands and the level of pressure workers feel during their work.

Our approach has been to ask participants for their perceptions on whether task related aspects of their work expected to impact on workloads had got better or worse since starting in the tertiary education sector. For academics, this included work intensifying dimensions such as class sizes, dealing with student plagiarism and cheating, and student preparedness for tertiary study in terms of numeracy, English language and academic skills. Each of these has direct impacts on the nature of the tasks academics perform and the resources in time and energy that they need to expend to achieve these tasks, hence contributing to perceived workload. These are reported in Figure 5, with full details

[14] Boxall, P. and Macky, K. (2014). High-involvement work processes, work intensification and employee well-being. *Work, Employment and Society* (forthcoming).
[15] Macky, K. and Boxall, P. (2008). High-involvement work processes, work intensification and employee well-being: A study of New Zealand worker experiences. *Asia Pacific Journal of Human Resources,* 46 (1): 38-55.
[16] Drago, R., Wooden, M. and Black, D. (2009). Long work hours; volunteers and conscripts. *British Journal of Industrial Relations,* 47 (3): 571-600.
[17] See for example, Burke, R.J. and Cooper, C.L. (2008). *The Long Work Hours Culture: Causes, Consequences and Choices*. London: Emerald.

provided in Appendix 6. Five questions were available to be answered by all participants. The remainder were available to academic respondents only.



Note: * indicates those questions answered by academic staff only.

Figure 5: Task and workload changes since starting in the sector

On every dimension, the proportion of people reporting that things had got worse well exceeded those who felt that they had got better since they started working in the tertiary education sector. Almost 70% of respondents reported a worse level of administrative workload arising from accreditation, auditing and compliance processes. Qualitative responses that reflected this included *"The growth and growth of a bureaucracy aimed at*

ticking off boxes for measurement purposes", and *"The amount of administrative/auditing/compliance activity that has increased and been downloaded onto academics."* Among academic staff, the largest areas of deterioration were with regards to what are typically referred to as pressures to 'publish or perish' (70.2% worse). The impact of PBRF on this and pressures to not only publish, but also do so in preferred outlets (peer reviewed journals) and in higher ranked journals, is worthy of further investigation. These pressures were reflected in qualitative responses such as *"Research pressure is worse and destructive"*, and *"Pressure to do more research and worry less about teaching."* The influence of PBRF was observed in comments such as *"PBRF pressures to publish in the 'right' journals means I'm unlikely to be able to research things that are simply of interest to me. Also, there's little time for scholarly reflection – I find that the focus on production, outputs, results creates stress that intrudes even on down time."*

Also noteworthy from Figure 5 is that more than 60% of academic staff respondents felt that the English language competencies of their students had got worse to some degree, together with their academic writing skills, while more than half (53.7%) reported that student numeracy had got worse. These issues were also reflected in qualitative responses that perceived deterioration in *"The academic level of students entering tertiary learning. Poor literacy and numeracy skills, very poor communication skills and high expectation of staff to enable student success."* Such matters are occasionally reported in the media based on anecdotal reports. Here, we have a quantified measure of decline for important academic issues that impact directly on the workload of those who teach such students.

In terms of actual hours worked, obviously there are major differences depending on the role performed and whether the respondent is full-time or part-time. There are also considerable extremes in the responses provided, and for this reason the reporting of average hours would be quite misleading. Tables 5 and 6 below therefore report the median hours worked in the sector.

Table 5: Typical weekly hours worked (academic roles)

	Median hours per week when classes are taught	Median hours per week when classes are not taught
Permanent	43 (range: 1 -100)	42 (range: 1 -100)
Temporary/fixed-term	37.5 (range: 1 -100)	37.5 (range: 1 -91)
Casual	20 (range: 6 -66)	19 (range: 1 -65)
Female	41 (range: 1 -100)	40 (range: 1-100)
Male	44 (range: 2-100)	42 (range: 1-100)

Table 6: Typical weekly hours worked (support & management roles)

	Median hours per week when classes are taught	Median hours per week when classes are not taught
Permanent	37.5 (range: 1 -100)	37.5 (range: 1 -100)
Temporary/fixed-term	37.5 (range: 5-80)	37.5 (range: 5-55)
Casual	13.5 (range: 5-24.5)	10 (range: 5-15)
Female	37.5 (range: 1 -100)	37.5 (range: 1-100)
Male	37.8 (range: 1-90)	37.5 (range: 2-81)

4.4 Personal Development, Careers and Engagement

Participants in the survey were asked their views on whether things had got better or worse, since starting work in the tertiary education sector, on three dimensions relevant to their personal career development (see Table 7). It is clear that for many, the availability of funds for conference attendance had got worse, as had the availability of funds for professional development and the time available to engage in that development. On these dimensions, comparatively few respondents thought that things had improved. These findings were reflected in qualitative comments such as *"Most of the problems relate to cuts to funding – particularly a lack of funds to attend conferences and undertake professional development"*, and *"As a long term technician, I feel there is less encouragement to study or develop professionally than in the past."*

Those in academic roles were significantly more inclined to perceive the availability of conference funds (χ^2 (6) = 17.28, p = .008), funds for professional development funds (χ^2 (6) = 31.25, p = .000) and time to engage in professional development funds (χ^2 (6) = 87.27, p = .0008) had got worse than those working in support roles. Conversely, a higher proportion of those in support roles reported that the time and funds available for professional development had got better relative to academics. For both groups however, fewer than a fifth of respondents felt things had improved since they started working in the tertiary education sector.

Table 7: Personal development resourcing by role

	Valid N	Much Better	Better	Somewhat better	About the same	Somewhat worse	Worse	Much worse
The availability of funds for conference attendance	2350	1.3%	4.3% **(13.0%)**	7.4%	31.2%	18.2%	17.0% **(55.6%)**	20.4%
Academic roles	1758	1.3%	4.4% **(13.2%)**	7.5%	29.3%	18.3%	17.2% **(57.5%)**	22.0%
Support roles	592	1.4%	4.2% **(12.9%)**	7.3%	37.0%	18.1%	16.4% **(50.2%)**	15.7%
The availability of funds for professional development	2527	1.3%	4.2% **(13.3%)**	7.8%	37.9%	16.9%	15.1% **(48.7%)**	16.7%
Academic roles	1766	1.4%	3.8% **(11.7%)**	6.5%	36.6%	17.2%	16.2% **(51.7%)**	18.3%
Support roles	761	1.3%	5.1% **(17.3%)**	10.9%	40.9%	16.0%	12.6% **(41.7%)**	13.1%
The time available to engage in professional development	2586	1.4%	3.6% **(11.6%)**	6.6%	33.5%	19.0%	17.7% **(55.0%)**	18.3%
Academic roles	1794	1.2%	2.4% **(8.6%)**	5.0%	31.4%	20.0%	19.6% **(60.1%)**	20.5%
Support roles	792	1.8%	6.4% **(18.4%)**	10.2%	38.1%	16.8%	13.4% **(43.5%)**	13.3%

Note: Percentages in parentheses are the aggregated “better” and “worse” ratings.

Appendix 7 reports the participant’s perceptions regarding resourcing for conference attendance and personal development by type of institution. Caution needs to be taken in interpreting these data due to the small number of respondents from wananga. Nor can statistical analyses to test the significance of apparent differences be validly performed. The findings suggest however that those working in institutes of technology / polytechnics are more likely to perceive the availability of conference funds to have got worse. They are also more likely to perceive the funds and time available for personal development to have got worse, since starting to work in the sector, than those working in universities or wananga.

Table 8 reports perceptions regarding the adequacy of professional development opportunities. Analysis of the results by institution type reveals that participants employed by institutes of technology appear more likely to disagree that there are development opportunities for general, administrative and management duties (59.6% disagree), teaching duties (52.6% disagree) and research (59.2% disagree) than those employed in wananga and universities.

Table 8: Professional development opportunities

At your institution there is…	Valid N	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
Sufficient professional development opportunities for general, administrative or management duties	1981	10.2%	16.2% **(48.8%)**	22.4%	26.1%	20.4% **(51.2%)**	4.7%
Sufficient professional development opportunities for teaching duties	1888	8.4%	15.8% **(42.6%)**	18.4%	27.5%	23.7% **(57.2%)**	6.0%
Sufficient professional development opportunities for research duties	1727	11.9%	16.3% **(48.6%)**	20.4%	25.7%	20.5% **(51.4%)**	5.2%

Note: Percentages in parentheses are the aggregated “agree” or “disagree” ratings.

Multiple questions were also asked that inform on the careers of those who work in the sector and their continuing engagement with those careers (see Figure 6; Appendix 8). While most respondents reported that they would still work in the sector if they were to have their careers over again (70.4%), it should be of concern that only 55.5% would recommend a career in the sector to others, and only a third would be ‘likely’ or ‘very likely’ to do so.

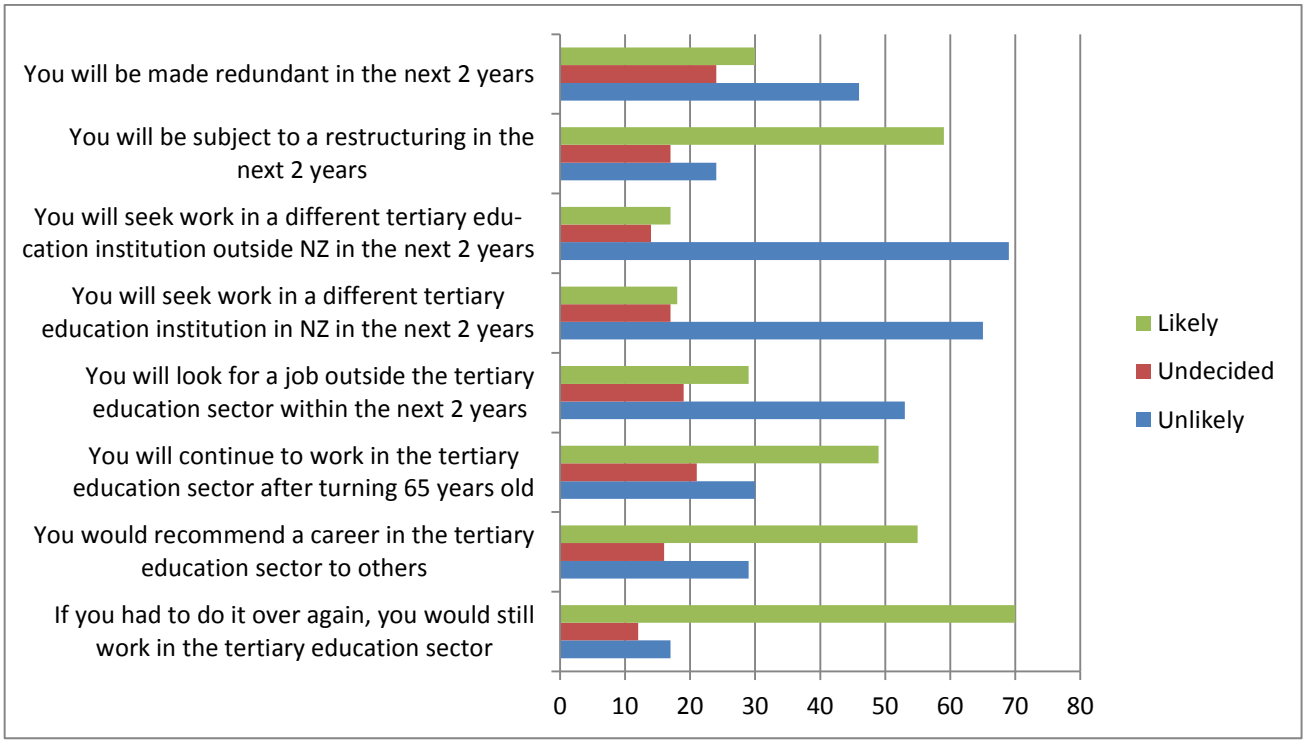


Figure 6: Career engagement

The likelihood of choosing to work in the sector if one could do it all again seems to be independent of the type of institution worked for, although:

- those in academic roles are less likely to do so ($\chi 2$ (6) = 51.21, p=.000);
- as are men ($\chi 2$ (6) = 17.40, p=.008); or
- those who do not belong to a union ($\chi 2$ (6) = 14.87, p=.021).

With regard to the likelihood of recommending a career in the sector to others, no differences were found for the type of institution worked for or union membership. However, those least likely to recommend a career in the sector were:

- those in academic roles compared to support staff ($\chi 2$ (6) = 64.10, p=.000); or
- men ($\chi 2$ (6) = 18.64, p=.005).

With regard to the likelihood of continuing to work in the sector after 65 years of age, there do seem to be some institution differences with those working in technical institutes / polytechnics being less likely to do so than those in the universities or wananga. The small numbers in the latter make statistical testing of this unsuitable however. Others more likely to continue working after 65 years of age were:

- academic staff ($\chi 2$ (6) = 33.15, p=.000);
- men ($\chi 2$ (6) = 34.88, p=.000); or
- union members ($\chi 2$ (6) = 15.59, p=.016).

University and wananga staffs also seem less likely to seek employment outside the sector in the next two years compared to polytechnic staff. No differences were found between academic and support staff, union members or not, and men or women. Similarly, the likelihood of seeking another job in a different tertiary institution was not found to differ in these terms.

Of particular note is the proportion of participants who anticipate that they will be subject to restructuring within the next two years (59%), or would themselves be made redundant within that time period (30.2%). There are no statistically significant differences between those in academic or support roles on these concerns, or between union and non-union members.

However, those respondents most likely to report that they would experience restructuring in a 2 year window were:

- those working in technical institutes / polytechnics; or
- women ($\chi 2$ (6) = 13.41, p=.037).

Those more likely to think that they themselves would be made redundant in the next 2 years were:

- those working in wananga (40% likely) and polytechnics (42%);
- academic staff ($\chi 2$ (6) = 13.94, p=.030);

- women (χ2 (6) = 24.31, p=.000); or
- union members (χ2 (6) = 20.76, p=.007).

It is also worth noting here that 48.1% reported that their job security was worse compared to when they started working in the sector (see Figure 7). Not surprisingly those most likely to believe that they will be restructured (rho=.389, p=.000) or personally made redundant (rho=.442, p=.000) are also more likely to report that their job security had worsened. Union members (χ^2 (6) = 13.71, p=.033) or those working in academic roles (χ^2 (6) = 36.74, p=.000) are also more likely to report worsening job security.

Perceptions of job security are an important factor in job quality and have long been known to be associated with employee well-being outcomes, as well as strategies for intensifying work.[18]

4.5 Other Working Conditions

There were a number of other questions directed at perceived changes to general working conditions, rewards, and library and technology resources. These are summarised in Figure 7, and detailed in Appendix 9. In general, library and technology resources appear to have changed for the better for most people since they started working in the sector. Qualitative responses suggest that this reflects developments in information and communication technology (*"Technology has advanced dramatically and continues to do so"*), including the development of digital library services and access to electronic databases: *"The availability of electronic library resources has made a huge difference to ease of doing research and keeping up-to-date in one's field."*

In contrast, for a significant number of respondents, job security (48.1%), overall working conditions (45.8%) and rewards and recognition received (45.2%) have got worse. These findings were reflected in qualitative responses such as *"The sense of job security – that a 'permanent job' means permanence"*, *"Pay in real terms has declined dramatically"*, and *"Recognition and feeling valued has definitely diminished."*

Table 9 summarises the results of questions that solicited views on particular aspects of respondents' institutional climate. While a majority agreed that non-academic staff were supportive of teaching (77.8%) and research (73.6%) activities, perceptions of academic staff support for administrative activities were less clear-cut. A majority of respondents agreed that their organisations had a commitment to online courses (76.7%) and provided adequate support for flexible work arrangements (65.7%). The latter was reflected in qualitative responses on flexible working arrangements and better parental leave; for example, *"The ability for people (mainly women with children) to continue an academic research career in a permanent part time appointment."*

[18] See for example, Burchell, B., Ladipo, D. and Wilkinson, F. (2002). *Job Insecurity and Work Intensification*. London: Routledge.

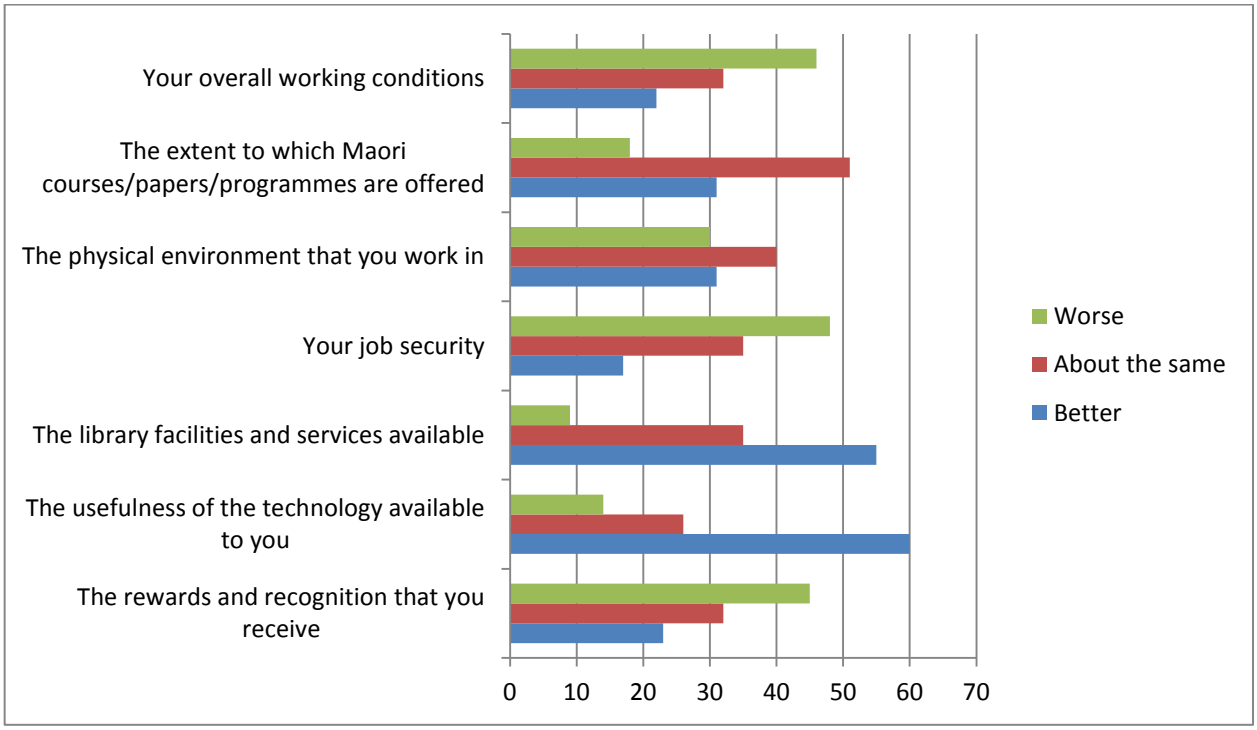


Figure 7: Other perceived changes since starting in the sector

Table 9: Other aspects of current institution climate

At your institution there is…	Valid N	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
A supportive attitude among academic staff towards administrative activities	2174	7.4%	13.9% **(46.7%)**	25.4%	27.3%	21.3% **(53.2%)**	4.6%
A supportive attitude among general/allied staff towards teaching activities	2244	3.7%	7.5% **(22.3%)**	11.1%	29.1%	34.3% **(77.8%)**	14.4%
A supportive attitude among general/allied staff towards research activities	1961	4.9%	7.8% **(26.4%)**	13.7%	29.9%	31.8% **(73.6%)**	11.9%
Adequate support for flexible work arrangements	2242	8.8%	10.7% **(34.2%)**	14.7%	31.0%	26.4% **(65.7%)**	8.3%
A commitment to develop and deliver blended or fully online courses	1799	4.5%	6.9% **(23.4%)**	12.0%	28.6%	30.3% **(76.7%)**	17.8%

Note: Percentages in parentheses are the aggregated “agree” or “disagree” ratings.

4.6 Qualitative Findings on Changes in the Sector

Respondents were asked (in open-ended questions) to identify the area or aspect of working in the tertiary education sector that they felt had *most improved* and *most deteriorated* since they started working in the sector. In total, 1343 respondents reported usable data on the most improved area and 2354 respondents reported usable data on the most deteriorated area. A number of respondents identified more than one aspect that they felt had most improved or deteriorated. The qualitative responses were grouped into 11 categories, shown in Table 10. Within each category, major themes were identified. The categorisation process was an analytical tool to make sense of the large volume of data, with many of the categories and themes being interrelated in practice. A more detailed analysis of respondents' views on aspects of work that had most improved and deteriorated since they started work in the sector is provided in an ancillary report to this report.

From Table 10, **technology** was comfortably the most frequently reported most improved area in the sector. Many respondents referred to improvements in technology in general terms; for example, *"The technology available to support my work."* Aspects of improved technology highlighted included advances in technology, increased availability of or access to technology, improvement in the use of technology, better technology-based systems, and improved technological equipment and facilities. Others noted specific aspects such as technological resources for teaching and technology's impact on teaching delivery and styles: *"The use of technology has undergone significant change since I started and it has enabled us to challenge the engagement of the students more.*" The development of e-learning or online learning, including the use of technology for flexible or blended delivery, was also highlighted: *"Technology, particularly the improvement in online learning for students and the availability of resources."*

Support was the second most frequently reported most improved area in the sector. Almost one-third of the respondents who identified this area were referring to improved library services, particularly because of the development of electronic resources. Other respondents noted improvements in student support, including an increased level of resources and services provided to students, improved student welfare and student support services, improved support for international students, and numeracy and literacy interventions. It is worth noting, however, that a similar number of respondents felt that student support was the most deteriorated area in tertiary education, highlighting a decreased level of resources and services provided to students, inadequate student welfare and student support services, and less time for teaching staff to interact with and help their students. The mixed results for student support suggest that circumstances and experiences across individual organisations are varied.

Table 10: Areas reported as having most improved and most deteriorated

Area	Most Improved (N=1343)	Most Deteriorated (N=2354)
Working conditions	291 (21.7%)	770 (32.7%)
Technology	547 (40.7%)	42 (1.8%)
Workload	5 (0.4%)	392 (16.7%)
Support	338 (25.2%)	216 (9.2%)
Management and leadership	90 (6.7%)	332 (14.1%)
Tertiary education sector	61 (4.5%)	320 (13.6%)
Teaching	86 (6.4%)	280 (11.9%)
Funding	29 (2.2%)	212 (9.0%)
Students	104 (7.7%)	203 (8.6%)
Research	93 (6.9%)	195 (8.3%)
Other	33 (2.5%)	49 (2.1%)

Working conditions were clearly the most frequently reported most deteriorated area in the tertiary education sector. Some of these respondents referred to a general deterioration in working conditions, but many highlighted specific aspects. These included reduced job security (including as a result of continual restructuring), decreased staffing levels, increased casualization of employment conditions, and fewer available jobs: *"Working conditions and job security, specifically increase in casualization of lecturer/teaching roles."* Other respondents highlighted a relative decrease in pay, and worsened opportunities for (or equity in) staff advancement and promotion: *"Pay rates for academic staff have not kept pace with organisations outside tertiary education which makes them feel very undervalued compared to the skills and expertise they have."* While some respondents highlighted improvements in specific aspects of job conditions, these tended to relate to individual circumstances or reflect improvements in flexible working conditions. Other respondents reported deteriorating relations between staff within tertiary education institutions, including relations between managers and employees, relations between administrative staff and academic staff, and reduced collegiality and collaboration within institutions. Example qualitative responses include:

> *"I would say the level of trust amongst management and academic staff has declined in all areas."*

"The growing separation between teaching staff and administrative workers. We teaching staff are termed 'the factory'."

"Collegiality – the culture has changed around relationships. Colleagues are asked to do more for less and this affects their attitude as there is less time for positive relationship building."

Another group of respondents identified deterioration in staff health and wellbeing, including reduced morale, increased stress, reduced work-life balance and bullying. Example responses include *"Health and morale of staff; bullying tactics by senior staff"*, and *"The workload has become unsustainable and there is no longer any work/life balance."*

Increased workload was the second most frequently reported most deteriorated area within the sector: *"Hours worked per day and weekend work seem to have increased unrelentingly during the 7 years I've been with the University."* Many of the respondents specifically identified an increased administration workload as problematic. Often this was associated with a perceived increase in compliance activities – "form-filling" and "box-ticking". In this context, health and safety requirements, performance monitoring, moderation and accreditation were mentioned. Some respondents emphasised an increase in the amount of programme and teaching administration performed by teaching staff. Related to this were responses that specifically identified as problematic the unrealistic expectations in terms of increased workload: *"The expectations on staff. Ever increasing workload with diminishing access to resources."*

Two further areas that were commonly identified as most deteriorated were **management and leadership** within tertiary education institutions and changes to the **tertiary education sector**. With regard to the former, poor quality of management and leadership, increasing managerialism (changing the governance of and decision making in institutions), and increased centralised control were major themes identified by respondents:

"The quality and accountability of senior management, which is very low."

"The move from a democratic, bottom-up, egalitarian mode of operating the University, to a top-down, managerialism based mode of operating the University."

"The growth of interference from administrators – seeking to micro-manage everything."

Respondents reported a range of aspects applying across the tertiary education sector that they perceived had most deteriorated. The most frequently identified were the corporatisation or commercialisation of tertiary education, eroded academic freedom and professional autonomy, and the devaluing of education as a social good. Example responses include *"The emphasis on the commercialisation of education, where money-oriented decisions are eroding the intrinsic value of education"*, and *"The university is no longer a cohesive community concerned with the pursuit of knowledge for the wider social good."*

5.0 Employee Well-Being

The survey assessed multiple measures of employee well-being. These were global job satisfaction, as an indicator of overall happiness with the job, complemented with the health-related concepts of fatigue and stress, and the relationship-oriented elements of work-life balance and bullying at work.

5.1 Job Satisfaction

Global Job satisfaction was measured using Warr *et al*.'s[19] widely used single-item measure: '*Taking everything into consideration, how satisfied do you feel with your job as a whole?*' Responses were obtained on a 7-point scale bounded from 1 (*very dissatisfied*) to 7 (*very satisfied)*.

Single-item measures of job satisfaction have been found to have adequate convergent validity with multi-item measures of satisfaction[20] and are therefore validly used when it is necessary to constrain questionnaire length. This particular measure has also been used with other New Zealand national population surveys thereby enabling normative comparisons.

Figure 8 shows the response distribution for the respondents (N=2272), with over a third (39.3%) reporting some degree of dissatisfaction with their job and just over half (54.7%) reporting they were satisfied to some degree with their job as a whole.

The mean value of 4.31 (SD=1.84) compares less favourably than that found for two national population surveys of New Zealand employees (2005 mean= 5.45, SD=1.39; 2009 mean=5.95, SD=1.43)[21] but is similar to the mean of 4.49 reported by Winefield *et al*. (2008) for Australian University staff.[22]

[19] Warr, P., Cook, J. and Wall, T. (1979). Scales for the measurement of some work attitudes and aspects of psychological well-being. *Journal of Occupational Psychology,* 52: 129-48.
[20] Oshagbemi, T. (1999). Overall job satisfaction: How good are single versus multiple-item measures?. *Journal of Managerial Psychology,* 14 (5): 388-403. Wanous, J.P., Reichers, A.E. and Hudy, M.J. (1997). Overall job satisfaction: How good are single-item measures? *Journal of Applied Psychology,* 82 (2): 247-252.
[21] Macky and Boxall (2008) op cit. Boxall and Macky (2014) op cit.
[22] Winefield *et al*. (2008) op cit.

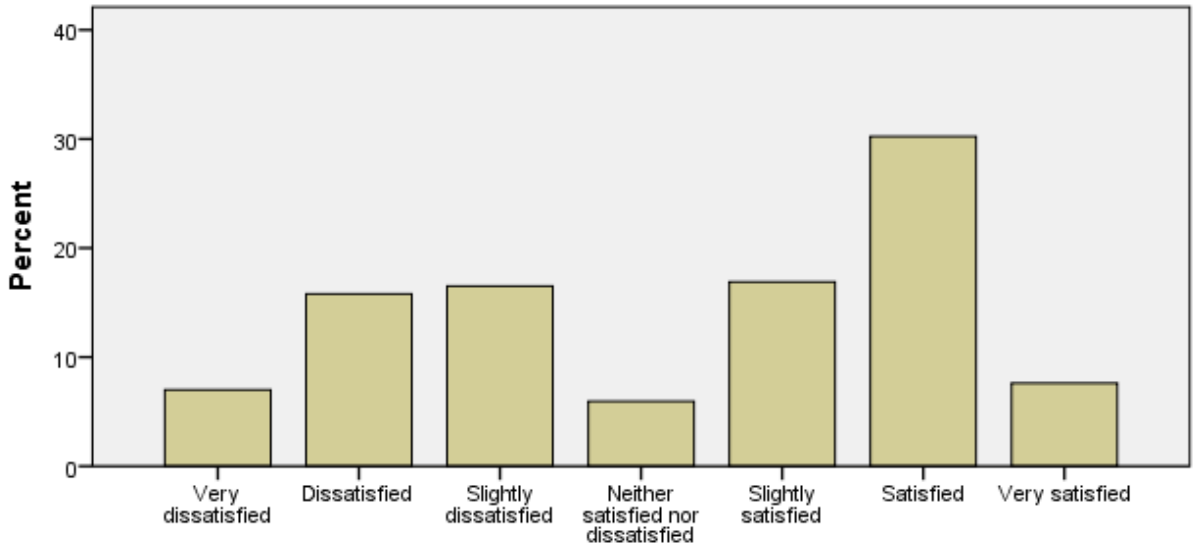


Figure 8: Global job satisfaction

Respondents were also asked to report on the degree to which they thought the level of satisfaction that they got from their job had got better or worse since they started working in tertiary education. Responses were on a 7-pont scale from 1 (much better) to 7 (much worse). The distribution of responses is shown in Figure 9 below, with a third (33.3%) reporting that their level of satisfaction was better than when they started, a quarter (25.1%) indicating that it was about the same, and the remainder (41.6%) saying that their job satisfaction was worse.

There were no significant differences between men and women, union membership or not, and type of institution on current levels of job satisfaction. However:

- Employees in wananga appear more likely to report that their satisfaction had got better over time since starting work in the sector (66.7%) than those in universities or polytechnics.
- Men were slightly more likely than women to report that their satisfaction had got worse over time ($\chi 2$ (6) = 26.25, p=.000).
- As did those in academic roles compared to support roles ($\chi 2$ (6) = 47.58, p=.000) (F(1,2682)=39.98, p=.000).
- Academics also reported slightly lower levels of current job satisfaction (mean=4.21, SD=1.86) than those in management or support roles (mean=4.55, SD=1.77) (F(1,2270)=16.65, p = .000).
- Union membership appears to be independent of whether satisfaction had got worse or better.

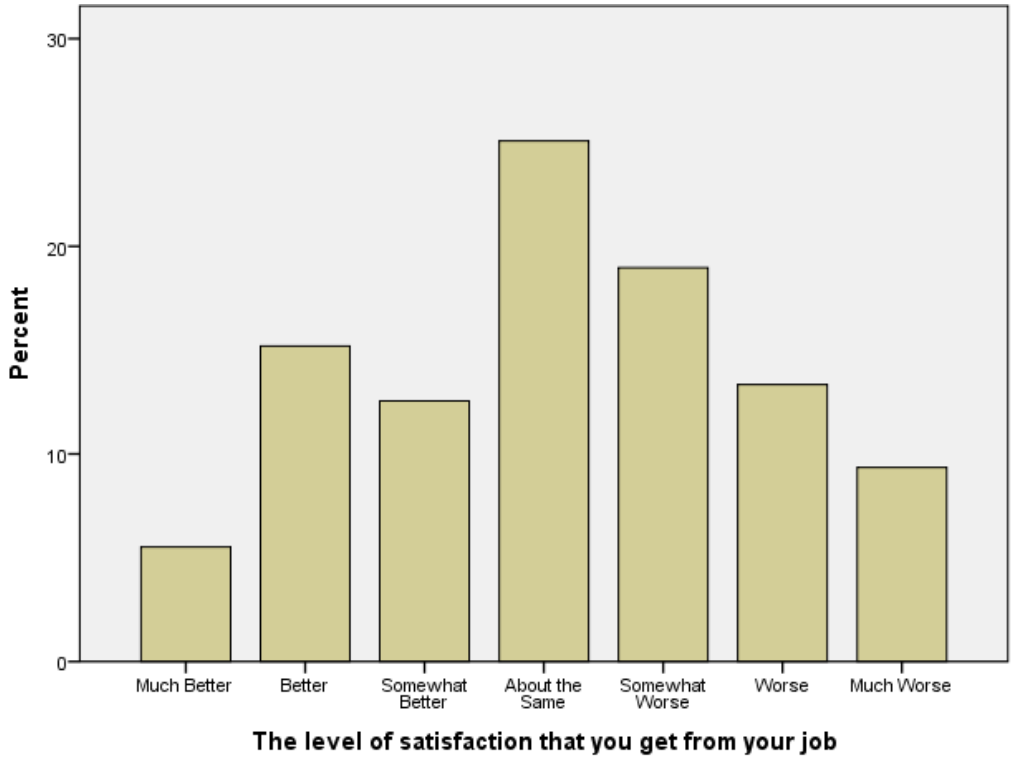


Figure 9: Job satisfaction level compared to when started in the sector

Survey participants were also asked to report on those aspects of their jobs that they found most satisfying or rewarding, and those that were the most frustrating or dissatisfying – the things they would most like to see changed. A total of 2058 people responded with descriptions of their satisfiers and 2029 reported on their dissatisfiers. The range of responses were diverse indeed and were thematically analysed using Leximancer. These findings are presented in Appendix 10. In general terms, respondents get most satisfaction from people-oriented activities, including teaching and students, and least satisfaction from time and funding constraints.

5.2 Job Stress

Job-related stress was measured using a single item: 'On a scale of 1 to 10, how would you rate the amount of stress you feel in your job, where 1 is no stress and 10 is extreme stress?' Stanton *et al*. (2001)[23] found that this item correlated well with multi-item measures of job pressure, a physiological measure of work stress, and perceived threat in the experience of work, while Macky and Boxall (2008)[24] found a correlation of 0.72 between this measure and a 7-item measure of job-induced stress. As with the job satisfaction measure, this measure helped to reduce questionnaire length. Figure 10 below shows the

[23] Stanton, J.M., Balzer, W.K., Smith, P.C., Parra, L.F. and Ironson, G. (2001). A general measure of work stress: The stress in general scale. *Educational and Psychological Measurement,* 61 (5): 866-888.
[24] Macky and Boxall (2008) op cit.

response distribution, with a superimposed normal curve, and clearly indicates a skew towards elevated levels of stress.

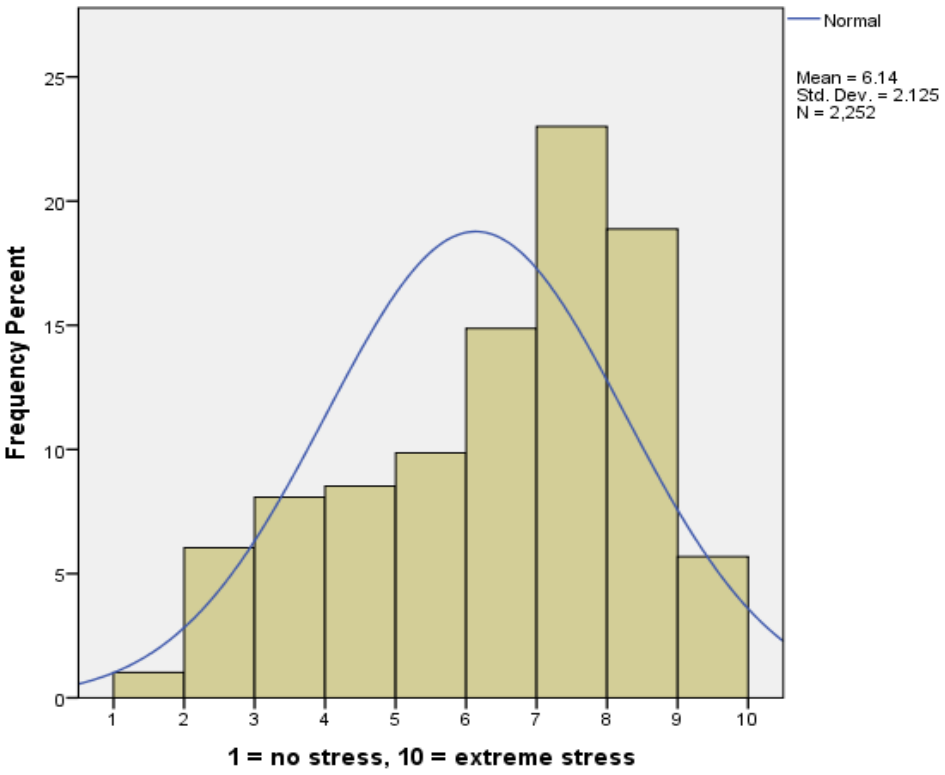


Figure 10: Job stress histogram

The mean stress level was 6.14 (SD=2.13), with a median and mode of 7 (N=2252). This compares to mean values of 4.97 (SD=2.16) and 5.48 (SD=2.22) for two representative New Zealand national population surveys conducted in 2005 and 2009 respectively.[25]

Academics reported significantly higher stress levels (mean= 6.43, SD=2.04) than those in support or management roles (mean=5.44, SD=2.17) (F(1,2250)=106.78, p=.000), while no differences were observed for respondent gender or institution type. Union members were also found to report small but statistically significant higher levels of stress (mean 6.19, SD=2.09) than those who did not belong to a union (mean=5.79, SD=2.34) (F(1,2200)=6.63, p=.010).

Participants were also asked to report on the degree to which they thought that the level of stress they experienced in their job had got better or worse since they started working in tertiary education. Responses were on a 7-point scale from 1 (much better) to 7 (much worse). The distribution is shown in Figure 11 below, with only 12.8% of respondents reporting that their level of stress was better than when they started, nearly a quarter

[25] Macky and Boxall (2008) op cit. Boxall and Macky (2014) op cit.

(23.7%) indicating it was about the same, and the majority (63.5%) saying that their job stress was worse compared to when they first started working in tertiary education.

Employees of wananga appear to be more likely to report that their stress levels had got better over time (28%,) while academics were also more inclined to report that their stress had got worse compared to those in support / management role ($\chi 2$ (6) = 100.21, p=.000). While no differences were found between men and women, union members were more likely to report that their stress levels had got worse compared to those not belonging to a union ($\chi 2$ (6) = 16.22, p=.013).

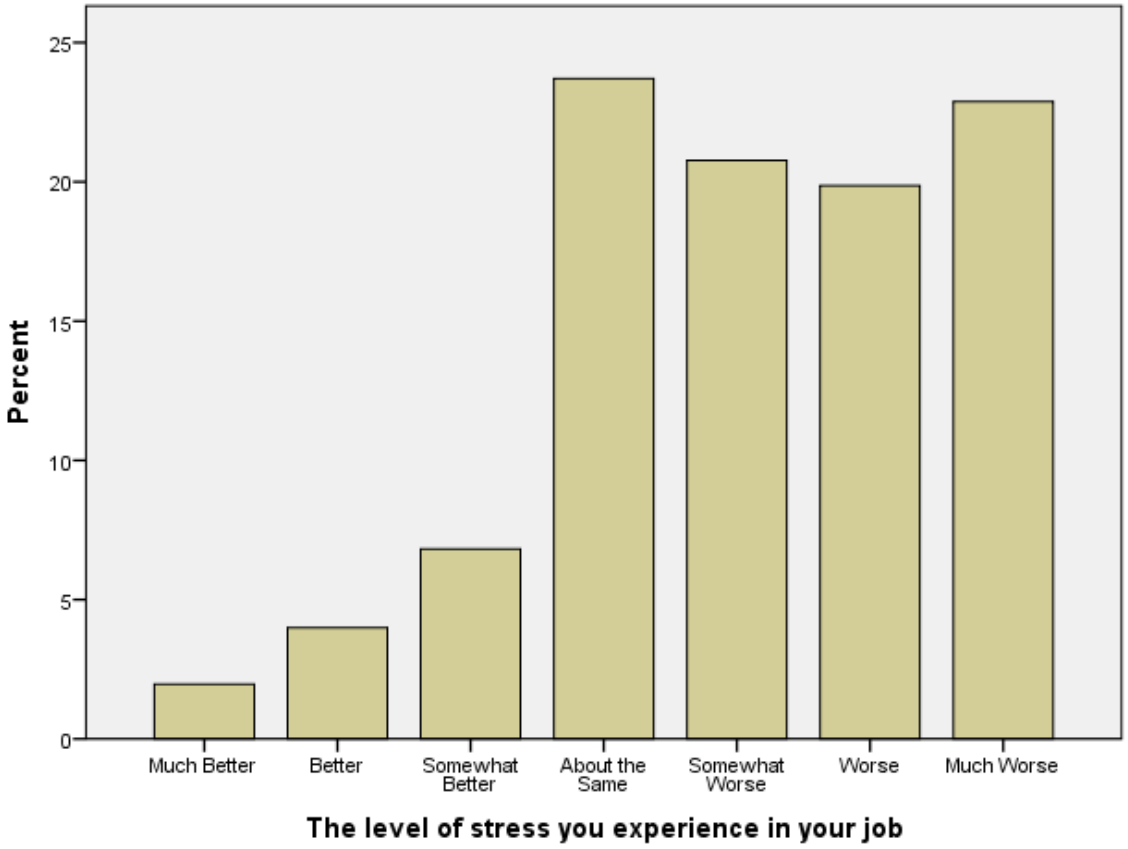


Figure 11: Stress levels experienced on the job compared to when started in the sector

To explore the potential causes of stress, a modified version of Cavanaugh *et al*.'s (2000) measure of self-reported work stress, based on stressors associated with work stress, was used. The measure contains items that tap job demands that might threaten feelings of achievement and fulfilment in the job, as well those that "involve excessive or undesirable constraints that interfere with or hinder an individual's ability to achieve valued goals".[26] Responses were obtained on a 5 point scale anchored 1 (*produces no stress)* to 5 (*produces a great deal of stress*) (see Table 11).

[26] Cavanaugh, M.A., Boswell, W.R., Roehling, M.V. and Boudreau, J.W. (2000). An empirical examination of self-reported work stress among US managers. *Journal of Applied Psychology,* 85 (1): 65-74.

Table 11: Sources of stress for tertiary education sector staff

Stressor	Produces no stress 1	2	3	4	Produces a great deal of stress 5
The number of projects and/or work commitments I have	8.7%	18.9%	26.1%	**30.0%**	**16.2%**
The amount of time I spend at work	19.1%	29.6%	28.2%	17.4%	5.7%
The volume of work that must be accomplished in the allotted time	7.5%	19.1%	25.6%	**31.5%**	**16.4%**
Time pressures I experience	7.5%	21.3%	27.7%	**30.3%**	**13.1%**
The amount of responsibility I have	17.2%	32.1%	29.9%	16.2%	4.6%
The scope of responsibility my position entails	19.4%	32.1%	27.8%	16.3%	4.5%
The degree to which politics rather than performance affects organisational decisions	11.8%	15.5%	19.8%	**27.4%**	**25.6%**
The inability to clearly understand what is expected of me on the job	36.1%	30.4%	18.5%	10.2%	4.8%
The amount of red tape I need to go through to get my job done	16.2%	23.4%	24.1%	21.3%	15.1%
The level of job security that I have	29.6%	25.3%	17.8%	14.6%	12.7%
The degree to which my career seems stalled	29.9%	21.6%	18.9%	17.3%	12.4%
The amount of time that I spend in meetings	26.5%	33.6%	23.6%	12.7%	3.6%
The number of phone calls and office visits I have during the day	38.1%	34.1%	18.8%	7.1%	1.9%
The number of emails I have to deal with each day	19.8%	27.8%	23.9%	19.3%	9.1%
The extent to which my position presents me with conflicting demands	19.2%	26.7%	26.5%	19.0%	8.6%
The lack of career opportunities I have had	31.9%	23.6%	18.5%	15.7%	10.3%
The amount of traveling I must do	60.4%	24.8%	9.7%	3.8%	1.3%
Student expectations of me being available online or by mobile phone	41.4%	25.7%	17.6%	10.8%	4.5%

From Table 11, the clearest sources of stress (highlighted in orange) are the quantity of work to be done and the time available to do it in. Time pressure and work quantity are significant factors in the intensification of work[27] (see also Section 4.3 above). The influence of politics rather than performance on organisational decisions also serves as a significant stressor.

More moderate sources of stress (highlighted in yellow) included the amount of time spent at work, the amount of responsibility held, red tape interfering with getting the job done, job insecurity and career perceptions, the quantity of emails that have to be dealt with each day, and conflicting demands in the job.

5.3 Work-Life Balance and Fatigue

A slightly modified version of instrument that Frone and Yardley (1996)[28] developed to measure work–family conflict was used to measure work–life imbalance. The wording of the six items goes somewhat beyond family to include negative work spill-over to non-familial aspects of personal life and friendship. *Fatigue* was measured using Beehr *et al*.'s (1976)[29] three-item scale. The response scale for both measures was '*never, seldom, sometimes, often, very often*' (scored from 1 to 5), with **higher scores indicating greater work–life imbalance and fatigue**.

Both these measures are well established, have been used previously on New Zealand populations, and are intended to be scored as latent aggregated variables, rather than individual items standing in isolation.[30]

Figures 12 and 13 show the frequency distributions for each of the work-life imbalance and fatigue variables, with superimposed normal curves. In both instances, the means are located away from the origin point of no imbalance or no fatigue. The means for both variables are also similar in value to the median and mode indicating that the distributions approximate the normal. That said, a quarter of respondents experience negative imbalance between their work and non-work life often or very often, while just under 8% reported they were often or very often fatigued at work.

Respondents were also asked how satisfied they felt about their work-life balance, with responses obtained on obtained on a 7-point scale bounded from 1 (very dissatisfied) to 7 (very satisfied). Figure 13 shows the distribution of responses, with nearly half (46.2%) reporting some degree of dissatisfaction.

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[27] Boxall and Macky (2014) op cit. Felstead, A., Gallie, D., Green, F. and Inanc, H. (2013). *Work Intensification in Britain: First Findings from the Skills and Employment Survey, 2012.* Cardiff University.

[28] Frone, M.R. and Yardley, J.K. (1996). Workplace family-supportive programmes: Predictors of employed parents importance ratings. *Journal of Occupational and Organizational Psychology,* 69 (4): 351-366.

[29] Beehr, T.A., Walsh, J.T. and Taber, T.D. (1976). Relationship of stress to individually and organizationally valued states: Higher order needs as a moderator. *Journal of Applied Psychology,* 61(1): 41-47.

[30] The coefficient of internal reliability (alpha) for the work-life balance measure was .94 in this survey, and .82 for fatigue, indicating sound reliability for these measures.

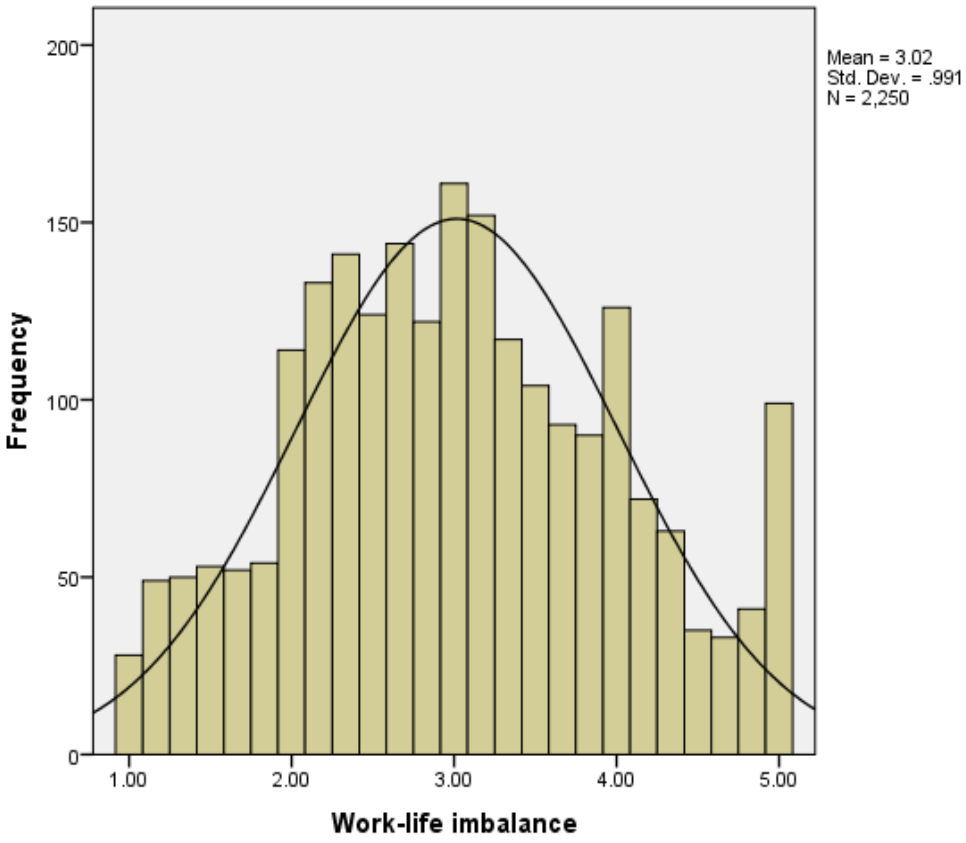


Figure 12: Work-life imbalance frequency distribution

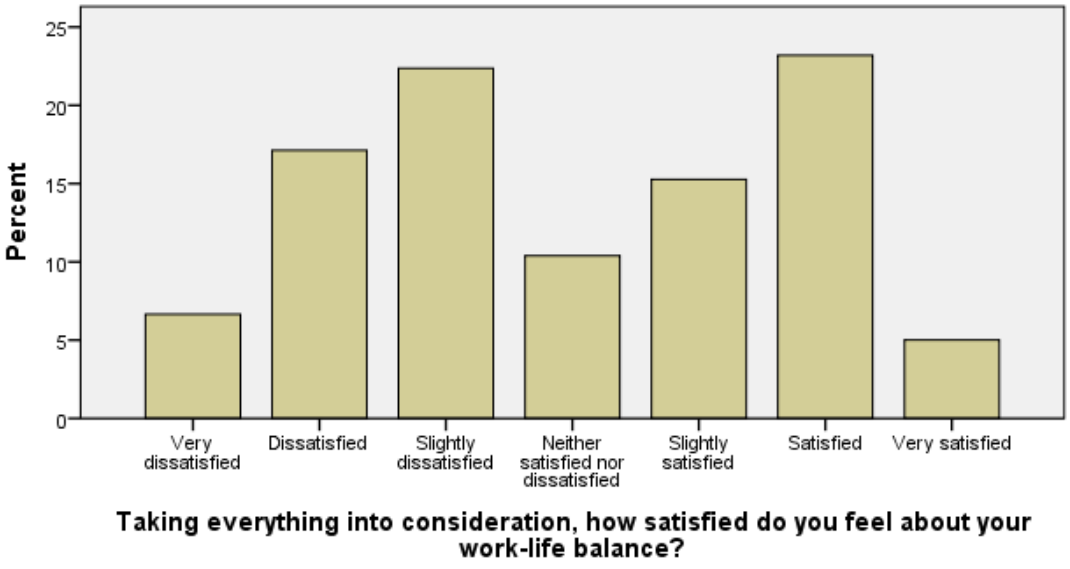


Figure 13: Work-life balance satisfaction distribution

Dealing with work-life imbalance first, no significant differences were found between men and women, union members and those that did not belong, or type of tertiary institution. However, those in academic roles reported significantly higher levels of work-life imbalance (mean=3.26, SD=0.94) relative to support/management staff (mean=2.45, SD=0.87) (F(1, 228)=366.99, p=.000).

Furthermore, those reporting more work-life imbalance were also more likely to report:

- more dissatisfaction with their work-life balance (r = -.678, p=.000);
- more stress (r = .624, p=.000) more dissatisfaction with their jobs (r = -.370, p=.000) (N=2143);
- working longer hours when classes are taught (r = .268, p=.000 academic staff) (r = .147, p=.003 non-academic staff); and
- working longer hours when classes are not taught (r = .221, p=.001 academic staff) (r = .154, p=.002 non-academic staff).

Figure 14 reports the frequency distribution for fatigue. No significant differences were found between participants from different types of tertiary institution, whether a person was a union member or not, men and women, or occupational role.

However, those reporting higher levels of fatigue also tended to report:

- higher levels of work-life imbalance (r =.618, p=.000);
- more dissatisfaction with their work-life balance (r = -.574, p=.000);
- more stress (r = .570, p=.000);
- more dissatisfaction with their jobs (r = -.478, p=.000) (N=2143);
- working longer hours when classes are taught (r = .119, p=.000 academic staff only); and
- working longer hours when classes are not taught (r = .092, p=.001 academic staff only).

These findings showing a cluster of associations between higher stress, job dissatisfaction, fatigue, and work-life imbalance are robust, non-trivial and represent a serious threat to employee quality of life.

The relationships with longer working hours, while there, are considerably weaker and are consistent with the view that there are many reasons why people work longer hours, not all of which are perceived as negative or a source of stress or imbalance between work and non-work.

More in-depth multivariate analyses of these well-being variables with other measures obtained in the survey go beyond this descriptive report but would shed further light on the whether work changes influence such employee outcomes.

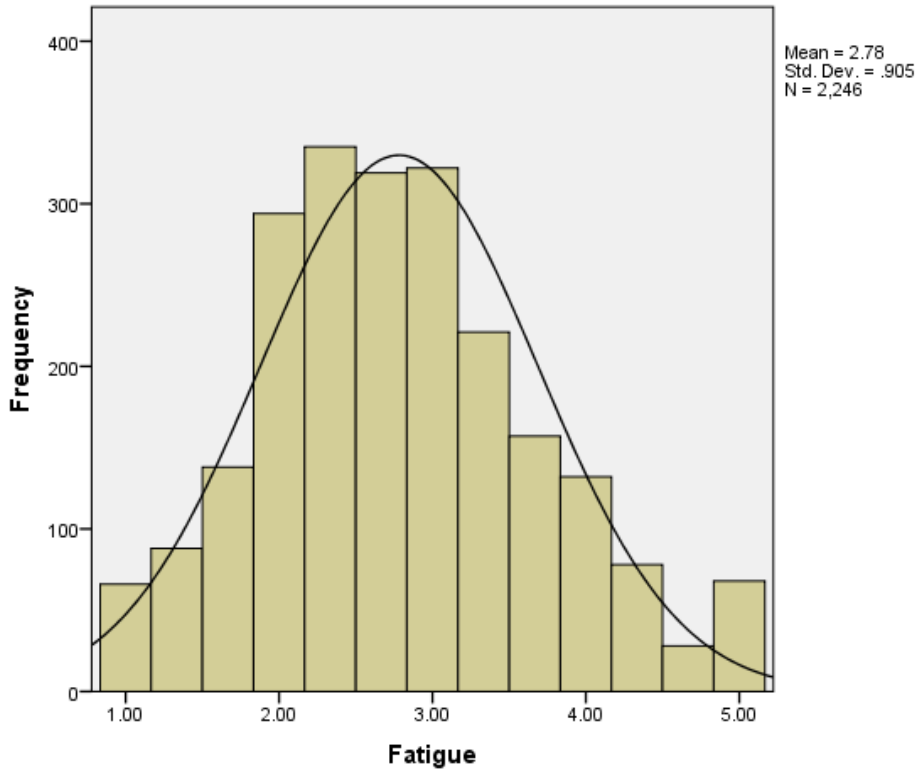


Figure 14: Fatigue frequency distribution

5.4 Bullying

Workplace bullying was assessed using the 22-item revised version of the Negative Acts Questionnaire (NAQ-R) constructed by Einarsen and his associates.[31] This measure is the most frequently used method for assessing bullying in the international literature and has been used with recent New Zealand samples to determine bullying prevalence among different occupational groups. Respondents indicate whether they have experienced each behaviour over the previous 6 months, with responses ranging from 0 (never) to 4 (daily). Table 12 below shows the respondents' personal experiences of negative behaviours in the workplace in the 6 months prior to the survey.

Negative behaviours to which respondents reported being most frequently exposed were: having your opinions ignored; someone withholding information which affects your performance; being ignored or excluded; being exposed to an unmanageable workload; and being given tasks with unreasonable deadlines.

Of those who had experienced any of these negative behaviours, just over a fifth (21.7%, n=270) reported it. Of these, 24.3% indicated that they were satisfied with the response that they received to their report or complaint, with 45.1% indicating that they were not satisfied and 30.6% that the issue remained unresolved at the time of the survey.

[31] Einarsen, S., Hoel, H., and Notelaers, G. (2009). Measuring exposure to bullying and harassment at work: Validity, factor structure and psychometric properties of the negative acts questionnaire-revised. *Work and Stress*, 23: 24-44.

Following international practice in scoring this scale (operationalising bullying), negative behaviours experienced either weekly or daily are indicators of an employee being bullied at work: *If someone experiences two or more of these behaviours either weekly or daily, they can be categorised as being bullied*. On this basis, an index of the frequency with which people reported experiencing negative behaviours at least weekly or daily was calculated.

Table 12: Negative behaviours in the workplace

Negative behaviour	Never	Now and then	Monthly	Weekly	Daily
	Valid N %	Valid N %	Valid N %	Valid N %	Valid N %
Someone withholding information which affects your performance	36.5%	40.8%	8.6%	9.8%	4.2%
Being humiliated or ridiculed in connection with your work	64.4%	25.1%	4.6%	4.2%	1.7%
Being ordered to do work below your level of competence	56.1%	28.7%	4.8%	6.3%	4.1%
Having key areas of responsibility removed or replaced with more trivial or unpleasant tasks	61.2%	26.4%	5.9%	4.3%	2.2%
Spreading of gossip and rumours about you	70.7%	20.3%	3.3%	3.4%	2.3%
Being ignored or excluded	44.2%	34.4%	7.7%	7.5%	6.2%
Having insulting or offensive remarks made about your person, attitudes or your private life	77.4%	15.8%	2.6%	2.6%	1.6%
Being shouted at or being the target of spontaneous anger	74.9%	18.6%	3.9%	1.8%	0.8%
Intimidating behaviours such as finger-pointing, invasion of personal space, shoving or blocking your way	84.8%	10.8%	2.1%	1.5%	0.8%
Hints or signals from others that you should quit your job	81.4%	12.4%	3.0%	2.0%	1.2%
Repeated reminders of your errors or mistakes	75.2%	18.4%	3.1%	2.4%	0.9%
Being ignored or facing a hostile reaction when you approach a colleague	55.8%	32.7%	5.1%	4.3%	2.1%
Persistent criticism of your errors or mistakes	78.0%	16.3%	2.8%	1.9%	0.9%
Having your opinions ignored	35.3%	41.4%	9.9%	8.8%	4.6%
Practical jokes carried out by people you don't get along with	94.6%	4.4%	0.2%	0.4%	0.4%
Being given tasks with unreasonable deadlines	46.9%	37.4%	8.3%	5.7%	1.7%
Having allegations made against you	79.5%	15.7%	2.8%	1.2%	0.7%
Excessive monitoring of your work	68.8%	20.1%	4.5%	3.9%	2.7%
Pressure not to claim something to which by right you are entitled (e.g. sick leave, holiday entitlement, travel expenses)	74.0%	18.4%	4.2%	2.0%	1.4%
Being the subject of excessive teasing and sarcasm	91.2%	6.2%	1.4%	0.6%	0.7%
Being exposed to an unmanageable workload	45.1%	32.3%	8.1%	8.1%	6.5%
Threats of violence or physical abuse or actual abuse	96.0%	3.3%	0.1%	0.2%	0.4%

Those reporting two or more weekly or daily negative behaviours comprised 16.4% of the respondents. This figure is relatively high in relation to international samples, where bullying prevalence measured using the NAQ-R ranges between around 2-20%, and is comparable to the 17.6% prevalence reported by Bentley *et al*. (2009)[32] in their study across four New Zealand industry sectors.

In line with previous international and New Zealand studies,[33] targets of bullying experience more negative outcomes compared to non-targets. In the present study, targets of bullying reported:

- significantly poorer work life balance (F(1,228)= 301.36, p=.000);
- being more dissatisfied with their work-life balance (F(1,2193)= 409.91, p=.000);
- more fatigue (F(1,224)=368.42, p=.000);
- significantly higher job related stress (F(1,2250)=351.70, p=.000); and
- significantly lower job satisfaction (F(1,2270)=486.57, p=.000).

No significant differences were found between men or women, or those working in different tertiary institutions, or whether someone was a union member or not, in terms of whether they were bullied or not. However, those in academic roles were more likely to report being bullied (18.1%) compared to those in support roles (12.7%) (χ2 (1) = 13.64, p=.000).

Bullied respondents are also much less likely to still work in the tertiary education sector if they could do it all over again (χ^2 (6) = 164.92, p=.000) or recommend a career in the sectors to others (χ^2 (6) = 197.35, p=.000). They are also much less likely to want to continue to work in the sector beyond turning 65 years of age (χ^2 (6) = 79.39, p=.000). They are also more likely to look for a job outside the sector (χ^2 (6) = 98.40, p=.000) or in a different tertiary institution in (χ^2 (6) = 98.45, p=.000) or outside New Zealand (χ^2 (6) = 107.17, p=.000) in the next 2 years.

[32] Bentley, T., Catley, B., Gardner, D., O'Driscoll, M., Trenberth, L. and Cooper-Thomas, H. (2009). *Understanding Stress and Bullying in New Zealand Workplaces*. Final Report to OH&S Steering Committee, Ministry of Business, Innovation and Employment.

[33] Bentley *et al*. (2009) op cit. O'Driscoll, M.P., Cooper-Thomas, H., Bentley, T.A., Catley, B., Gardner, D.H. and Trenberth, L. (2011). Workplace bullying in New Zealand: A survey of employee perceptions and attitudes. *Asia Pacific Journal of Human Resources*, 49 (4): 1-19.

6.0 Conclusions

The tertiary education sector in New Zealand has undergone much change over recent years as a result of successive government policy decisions. The impact of sector changes on the wellbeing of staff and the nature of the work that they undertake were the main foci of this study. Nearly 3,000 respondents completed the survey, 70% of whom were union members. Taken together, the views of these participants suggest that change has had a detrimental impact on sector staff and their experience of work. For most, however, the tertiary education sector remains the place in which they wish to work.

The findings detailed in this report paint a picture of deteriorating working conditions, increasing workloads and job insecurity, and lessening satisfaction with work within the sector. Of most concern, the wellbeing of sector staff appears poor when compared to that of other New Zealand population groups. Key concerns include stress and bullying – both major contributors to lost-time, ill-health, absenteeism, and reduced productivity, according to international and New Zealand research. Further research should focus on developing interventions that address bullying and ill-treatment across the sector, in particular, as these psychosocial problems are not well understood or effectively managed at present.

While structural factors appear to be important determinants of the wellbeing outcomes reported in this study, and should be addressed through policy and sector-level initiatives, improvements in sector wellbeing can be achieved through intervention at the organisation level. Indeed, sector organisations would benefit from initiatives designed to increase staff involvement, develop leadership talent and management capability, reduce the burden of administrative and other non-core workload, and foster healthy, well-organised work and a culture of respect and dignity.

It is important to note that, despite reporting a strong sense of dissatisfaction and concern regarding the experience of working in the New Zealand tertiary education sector, this study has also revealed aspects of work that provide considerable satisfaction and that presumably help retain staff within the sector, despite the impacts that sector changes have had on their wellbeing. These ‘satisfiers’ appear most associated with the relationships that we have with people in the sector, including teaching, students, staff and collegiality. Sector organisations should prioritise the maintenance and enhancement of these ‘satisfiers’, as it is these which make the job fulfilling and attractive to current and future staff. Indeed, most respondents reported that they would be likely to still work in the sector if they could do it over again.

Appendix 1: Invitation to Tertiary Education Institution VCs and CEOs

xxxx
Vice Chancellor
The University of xxxx

Dear xxxx

Survey of Work and Wellbeing in the Tertiary Education Sector

The Tertiary Education Union Te Hautū Kahurangi o Aotearoa has recently contracted a research team from AUT University's NZ Work Research Institute to undertake a research project on our behalf, entitled "The state of the tertiary education sector: a staff perspective". Senior members of the team include Prof. Tim Bentley, Associate Prof. Keith Macky, Prof. Erling Rasmussen and Prof. Stephen Teo. For more information on the institute please go to www.workresearch.aut.ac.nz

The TEU is undertaking this project because we think that there have been detrimental impacts on the tertiary education sector as a result of successive government policy decisions. Therefore, to help us better understand the possible impacts of these changes we have asked the research team to undertake a survey of tertiary sector staff engaged in teaching, research or support of teaching and research, to examine their perspectives on the extent and impact of this change.

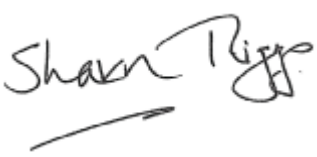
We expect that the information obtained from the survey will be useful to the sector as a whole and to individual institutions, as it will provide an independent analysis, the results of which will also be able to be benchmarked.

In order to ensure a high level of participation in the survey, we are seeking agreement from vice chancellors and chief executives for the online survey to be sent to all of these staff, using their institution email address. We would very much appreciate your support of the project, which we believe is timely and important for the sector.

In return, we will provide you with the results for your institution as well as the aggregated results across all institutions. The use of an independent research team of academics will ensure that all individual staff participant responses are both anonymous and confidential.

If you have any concerns or questions about the project please do not hesitate to contact me. We look forward to working collaboratively with you on this project.

Yours sincerely



Sharn Riggs, National Secretary

Appendix 2: Survey Advisory Board Members

Name	Institution & position	Representing
Sarah Proctor-Thomson	VUW: lecturer, School of Management	University academics/women *Research areas:* Inequalities at work Creative industries Gender and women at work Feminist theory Not-for-profit work Identity Career
Tom Ryan	UOW: senior lecturer, Arts and Social Sciences	University academics Anthropologist
Suzanne McNabb	TEU national office: women's officer	Women Extensively involved in PAEE reviews
Grant Bush	UOC:Senior Infrastructure Consultant	University general staff
Miriama Postlethwaite	TWWA: Deputy Head of School of Undergraduate Studies	Wānanga/Māori/academics *Research areas:* student learning and motivation to learn. PhD topic examines the role of wairua and motivation to learn.
Susan Bennett	Wintec: programme co-ordinator, ICT	ITP academics/women

Appendix 3: Respondent Institution by Role

Institution		Academic or Support role category		Total
		Academic role	Support or management role	
Aoraki Polytechnic	Count	14	4	18
	%	0.7%	0.4%	0.6%
Auckland University of Technology (AUT)	Count	147	17	164
	%	7.3%	1.9%	5.6%
Bay of Plenty Polytechnic	Count	11	0	11
	%	0.5%	0.0%	0.4%
Christchurch Polytechnic Institute of Technology	Count	63	33	96
	%	3.1%	3.6%	3.3%
Eastern Institute of Technology	Count	59	4	63
	%	2.9%	0.4%	2.1%
Lincoln University	Count	55	47	102
	%	2.7%	5.1%	3.5%
Manukau Institute of Technology	Count	76	8	84
	%	3.8%	0.9%	2.9%
Massey University	Count	261	183	444
	%	13.0%	20.0%	15.1%
Nelson Marlborough Institute of Technology	Count	40	10	50
	%	2.0%	1.1%	1.7%
Northtec	Count	38	1	39
	%	1.9%	0.1%	1.3%
Otago Polytechnic	Count	28	5	33
	%	1.4%	0.5%	1.1%
Southern Institute of Technology	Count	29	1	30
	%	1.4%	0.1%	1.0%
Tai Poutini Polytechnic	Count	9	0	9
	%	0.4%	0.0%	0.3%
Te Wananga o Aotearoa	Count	24	11	35
	%	1.2%	1.2%	1.2%
Te Whare Wananga o Awanuiarangi	Count	10	2	12
	%	0.5%	0.2%	0.4%
The Open Polytechnic of New Zealand	Count	30	0	30
	%	1.5%	0.0%	1.0%
Unitec	Count	75	5	80
	%	3.7%	0.5%	2.7%

Universal College of Learning	Count	48	21	69
	%	2.4%	2.3%	2.4%
University of Auckland	Count	174	112	286
	%	8.6%	12.2%	9.8%
University of Canterbury	Count	61	60	121
	%	3.0%	6.6%	4.1%
University of Otago	Count	233	227	460
	%	11.6%	24.8%	15.7%
University of Waikato	Count	93	46	139
	%	4.6%	5.0%	4.7%
Victoria University of Wellington	Count	174	96	270
	%	8.6%	10.5%	9.2%
Waiariki Institute of Technology	Count	36	5	41
	%	1.8%	0.5%	1.4%
Waikato Institute of Technology	Count	88	2	90
	%	4.4%	0.2%	3.1%
Wellington Institute of Technology	Count	55	0	55
	%	2.7%	0.0%	1.9%
Western Institute of Technology	Count	24	12	36
	%	1.2%	1.3%	1.2%
Whitireia NZ	Count	60	4	64
	%	3.0%	0.4%	2.2%
Total	Total Count	2015	916	2931
	%	100.0%	100.0%	100.0%

Appendix 4: Respondent Academic Field or Service Area

Academic field or service area	Frequency	Percent
Agriculture	31	1.1
Biological and life sciences	168	5.9
Business and economics	200	7.0
Design, creative and performing arts	150	5.2
Education	306	10.7
Engineering, construction and architecture	190	6.6
Hospitality and tourism studies	43	1.5
Humanities	231	8.1
Law	51	1.8
Maori and Pasifika knowledge and development	40	1.4
Mathematics and information science and technology	141	4.9
Medicine and health	269	9.4
Physical sciences	88	3.1
Social and behavioural sciences	216	7.6
Central institutional administration	86	3.0
Cleaning and maintenance services	9	.3
Departmental or academic unit administration	52	1.8
Library services	165	5.8
Security, delivery and transportation services	6	.2
Sports and recreation services	12	.4
Student services	113	4.0
Technical support services	105	3.7
Other area	188	6.6
Total	2860	100.0

Appendix 5: Change in Participation and Academic Freedom

Change Dimension	Valid N	Much Better	Better	Somewhat Better	About the Same	Somewhat Worse	Worse	Much Worse
The opportunities you have to influence decision making in your department or work unit	2623	5.5%	13.0% **(36.2%)**	17.7%	23.4%	13.3%	13.1% **(40.4%)**	14.0%
The opportunities you have to influence decision making and policies in your faculty, school or service area	2540	3.9%	9.0% **(27.3%)**	14.4%	26.4%	14.8%	14.2% **(46.3%)**	17.3%
The opportunities you have to influence decision making and policies at the institutional level	2411	1.9%	4.7% **(14.8%)**	8.2%	36.1%	11.8%	14.6% **(49.1%)**	22.7%
The level of autonomy you have over how you do your job	2663	5.3%	13.6% **(33.2%)**	14.3%	36.2%	14.2%	8.6% **(30.6%)**	7.8%
The level of freedom you have to choose where you do your work	2592	2.5%	7.1% **(21.5%)**	11.9%	52.6%	12.1%	8.5% **(25.8%)**	5.2%
The level of freedom you have to choose when you do your work	2609	2.6%	6.4% **(20.4%)**	11.4%	53.9%	13.2%	8.4% **(25.7%)**	4.1%
The level of academic freedom that you have*	1791	0.8%	3.1% **(10.0%)**	6.1%	51.0%	18.1%	12.7% **(39.0%)**	8.2%
Opportunity to act as critic and conscience*	1740	0.9%	3.5% **(11.5%)**	7.1%	46.6%	17.2%	13.3% **(41.9%)**	11.4%

Note: Percentages in parentheses are the aggregated “better” or “worse” ratings. * indicates those questions answered by academic staff only.

Appendix 6: Task and Workload Changes since Starting in the Sector

	Valid N	Much Better	Better	Somewhat better	About the same	Somewhat worse	Worse	Much worse
The number of hours you are expected to work	2663	1.7%	4.6% **(12.1%)**	5.8%	38.6%	17.5%	17.8% **(49.2%)**	13.9%
Time spent on service activities	2496	1.0%	4.0% **(10.3%)**	5.3%	39.7%	19.0%	19.2% **(50.1%)**	11.9%
Administrative workload arising from accreditation, auditing and compliance processes	2396	0.5%	1.4% **(4.7%)**	2.8%	25.4%	26.7%	21.8% **(69.9%)**	21.4%
The need to work extra hours in evenings or weekends	2508	1.2%	2.4% **(9.1%)**	5.5%	38.6%	20.0%	17.2% **(52.4%)**	15.2%
Staff-to-student ratios	2255	0.6%	1.8% **(7.4%)**	5.0%	35.2%	23.0%	18.3% **(57.4%)**	16.1%
Your class sizes*	1730	0.5%	2.6% **(8.6%)**	5.5%	44.2%	19.7%	15.8% **(47.3%)**	11.8%
The level of English language competency among your students*	1750	0.3%	1.6% **(5.3%)**	3.4%	34.6%	27.1%	21.2% **(60.1%)**	11.8%
The level of numeracy among your students*	1549	0.1%	0.8% **(3.2%)**	2.3%	43.1%	24.6%	19.9% **(53.7%)**	9.2%
Levels of cheating and/or plagiarism by your students*	1685	0.2%	1.6% **(6.1%)**	4.3%	47.1%	21.5%	17.3% **(46.8%)**	8.0%
The academic writing skills of your students*	1751	0.3%	1.0% **(6.8%)**	5.5%	31.0%	28.0%	21.7% **(62.1%)**	12.4%
"Publish or perish" pressures*	1474	0.3%	0.7% **(3.4%)**	2.4%	26.4%	20.1%	23.5% **(70.2%)**	26.6%
Expectations to engage in commercially oriented research*	1310	0.2%	1.3% **(4.1%)**	2.6%	37.7%	21.5%	19.5% **(58.3%)**	17.3%
The marking support and other teaching assistance available to you*	1650	1.0%	2.5% **(13.5%)**	10.0%	39.8%	17.6%	14.3% **(46.6%)**	14.7%
Pressure to pass a higher percentage of your students*	1653	0.1%	0.4% **(3.0%)**	2.5%	37.5%	22.2%	19.7% **(59.4%)**	17.5%
Time allocation within your workload for completion of Bachelors/Masters/PhD degrees*	1100	1.2%	2.7% **(11.7%)**	7.8%	39.9%	16.7%	14.4% **(48.4%)**	17.3%

Note: Percentages in parentheses are the aggregated “better” or “worse” ratings. * indicates those questions answered by academic staff only.

Appendix 7: Personal Development Resourcing by Institution Type

The availability of funds for conference attendance		Tertiary Education Sector			
		University	Institute of Technology / Polytechnic	Wananga	Total
Much Better	Count	24	7	0	31
	%	1.6%	0.9%	0.0%	1.3%
Better	Count	72	19	11	102
	%	4.7%	2.5%	25.0%	4.3%
Somewhat Better	Count	140	30	5	175
	%	9.1%	3.9%	11.4%	7.4%
About the Same	Count	504	215	15	734
	%	32.8%	28.0%	34.1%	31.2%
Somewhat Worse	Count	279	144	5	428
	%	18.1%	18.8%	11.4%	18.2%
Worse	Count	235	160	5	400
	%	15.3%	20.8%	11.4%	17.0%
Much Worse	Count	284	193	3	480
	%	18.5%	25.1%	6.8%	20.4%
Total	Count	1538	768	44	2350
	% r	100.0%	100.0%	100.0%	100.0%

The availability of funds for professional development		Tertiary Education Sector			
		University	Institute of Technology / Polytechnic	Wananga	Total
Much Better	Count	22	9	3	34
	%	1.3%	1.1%	6.8%	1.3%
Better	Count	72	25	9	106
	%	4.3%	3.1%	20.5%	4.2%
Somewhat Better	Count	151	44	3	198
	%	9.0%	5.4%	6.8%	7.8%
About the Same	Count	666	274	18	958
	%	39.8%	33.8%	40.9%	37.9%
Somewhat Worse	Count	270	151	5	426
	%	16.1%	18.6%	11.4%	16.9%
Worse	Count	234	144	4	382
	%	14.0%	17.8%	9.1%	15.1%
Much Worse	Count	258	163	2	423
	%	15.4%	20.1%	4.5%	16.7%
Total	Count	1673	810	44	2527
	%	100.0%	100.0%	100.0%	100.0%

The time available to engage in professional development		Tertiary Education Sector			
		University	Institute of Technology / Polytechnic	Wananga	Total
Much Better	Count	22	9	4	35
	%	1.3%	1.1%	8.7%	1.4%
Better	Count	61	24	9	94
	%	3.6%	2.9%	19.6%	3.6%
Somewhat Better	Count	132	35	3	170
	%	7.7%	4.2%	6.5%	6.6%
About the Same	Count	606	244	16	866
	%	35.3%	29.6%	34.8%	33.5%
Somewhat Worse	Count	315	171	5	491
	%	18.4%	20.8%	10.9%	19.0%
Worse	Count	283	168	6	457
	%	16.5%	20.4%	13.0%	17.7%
Much Worse	Count	297	173	3	473
	%	17.3%	21.0%	6.5%	18.3%
Total	Count	1716	824	46	2586
	%	100.0%	100.0%	100.0%	100.0%

Appendix 8: Career Engagement

	Valid N	Very Unlikely	Unlikely	Somewhat Unlikely	Undecided	Somewhat Likely	Likely	Very Likely
If you had to do it over again, you would still work in the tertiary education sector	2395	4.4%	6.4% **(17.0%)**	6.2%	12.5%	16.9%	27.1% **(70.4%)**	26.4%
You would recommend a career in the tertiary education sector to others	2394	6.7%	10.4% **(28.6%)**	11.5%	15.9%	21.6%	21.6% **(55.5%)**	12.3%
You will continue to work in the tertiary education sector after turning 65 years old	2388	13.1%	9.8% **(30.4%)**	7.5%	21.1%	12.8%	17.4% **(48.5%)**	18.3%
You will look for a job outside the tertiary education sector within the next 2 years	2391	23.2%	17.1% **(52.8%)**	12.5%	18.6%	13.0%	6.7% **(28.6%)**	8.9%
You will seek work in a different tertiary education institution in New Zealand within the next 2 years	2390	29.0%	20.9% **(65.1%)**	15.2%	17.2%	9.4%	4.4% **(17.8%)**	4.0%
You will seek work in a different tertiary education institution outside New Zealand within the next 2 years	2389	37.7%	19.2% **(69.5%)**	12.6%	13.6%	8.3%	4.7% **(16.9%)**	3.9%
You will be subject to a restructuring in the next 2 years	2384	5.2%	8.6% **(24.5%)**	10.7%	16.6%	22.2%	15.7% **(59.0%)**	21.1%
You will be made redundant in the next 2 years	2375	11.2%	18.1% (**46.3%)**	17.0%	23.6%	16.6%	6.1% **(30.2%)**	7.5%

Note: Percentages in parentheses are aggregates of the “unlikely” and “likely” responses.

Appendix 9: Other Perceived Changes since Starting in the Sector

	Valid N	Much Better	Better	Somewhat better	About the same	Somewhat worse	Worse	Much worse
The rewards and recognition that you receive	2654	2.3%	7.9% **(22.7%)**	12.5%	32.1%	16.1%	15.3% **(45.2%)**	13.8%
The usefulness of the technology available to you	2663	10.3%	22.9% **(59.4%)**	26.2%	26.3%	7.8%	4.1% **(14.4%)**	2.5%
The library facilities and services available	2520	10.6%	21.5% **(55.3%)**	23.2%	35.4%	5.4%	2.6% **(9.2%)**	1.2%
Your job security	2665	3.6%	6.7% **(17.1%)**	6.8%	34.8%	19.5%	15.8% **(48.1%)**	12.8%
The physical environment that you work in	2661	3.7%	10.4% **(30.9%)**	16.8%	39.6%	14.7%	9.1% **(29.6%)**	5.8%
The extent to which Maori courses/papers/programmes are offered	1304	2.2%	8.1% **(31.3%)**	21.0%	50.5%	9.4%	5.4% **(18.2%)**	3.4%
Your overall working conditions	2672	2.5%	9.4% **(22.5%)**	10.6%	31.7%	20.4%	16.3% **(45.8%)**	9.1%

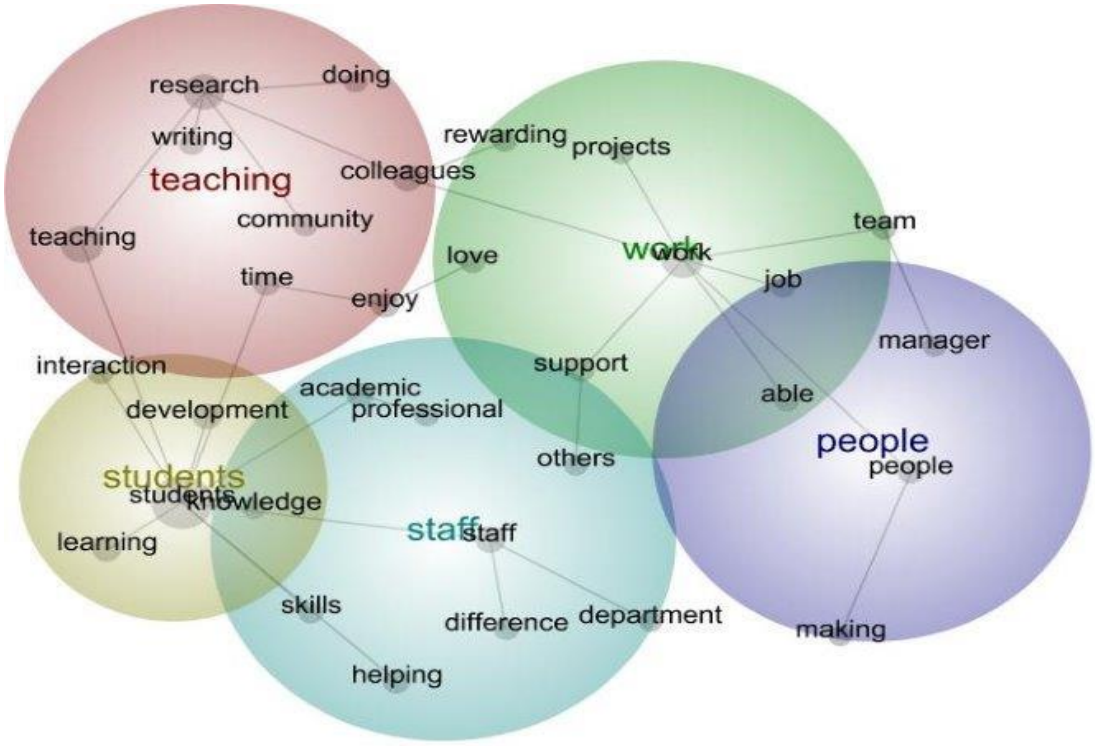
Note: Percentages in parentheses are the aggregated “better” and “worse” ratings.

Appendix 10: Qualitative Findings on Job Satisfaction and Dissatisfaction

Satisfiers

The figure below maps the key 'satisfier' themes and sub-themes and how they relate to each other.

Satisfier themes and sub-themes



Strong interconnections between 'Teaching' and 'Students' satisfier themes, and their various sub-themes, are observed in the data. Similarly, strong connections appear among 'Staff', 'Work' and 'People' themes and sub-themes. Teaching was the theme with the greatest number of hits amongst the sample, and was most broadly connected to other themes and sub-themes in the Leximancer analysis. This finding indicates strongly that sector staff value teaching as a major satisfier in their work, and supporting this assertion it should be noted that Teaching does not appear as a dissatisfier theme, although Students do. The strong connections between Teaching and Research and Student interaction and Development are also apparent. Examples of quotations from respondents that reflect the linkages between Teaching themes and sub-themes include:

> Teaching: *"Being in front of my class teaching." "Having the autonomy to do my job."*
>
> Research: *"Ability to engage in research-led teaching utilising my own and compatible research."*

Colleagues: *"Teaching, discussions with immediate colleagues."*

Time: *"Spending quality time with students."*

Community: *"Observing personal and professional growth in students." "Knowing that the impact ripples out into the community."*

Another strong satisfier theme was 'Students'. Sub-themes within the students theme and connections to other themes indicate that student development and learning aspects of work are important satisfiers for this sample. Examples of quotations from respondents that reflect the Students theme include:

Development: *"Ability to help tutors develop into better teachers."*

Learning: *"Being involved with students on their learning journey."*

Interaction: *"The interactions between myself and the students and the trust built up with them."*

Knowledge: *"Passing on my knowledge and experience to students and seeing them understand things."*

The 'Work' itself was another strong satisfier theme amongst the sample, with strong connectivity with the Staff and People themes. It is noted that Work also appears among the major dissatisfier themes. Sub-themes comprising this satisfier theme are illustrated through the following quotations:

Work: *"Ability to judge how and when work is done. Being trusted to be competent and honest."*

Support: *"The team that I am on – the team work and support."*

Team: *"Good team to work with, flexible work environment, interesting and challenging work."*

Love: "*I love that everyday is different."*

Job: *"Flexible conditions, good pay, job stability."*

Rewarding: *"Working with student-teachers is very rewarding. Working on PD with existing teachers is also very rewarding."*

Projects: *"Assisting our delightful students working on new projects."*

The Staff theme appears to focus around collegiality and supporting others. Quotes illustrating the interactions within this theme include:

Staff: "Collegiality between staff on the same level as myself."

Staff: "Feedback from academic staff re quality of editing."

Difference: “Being able to make a positive difference for staff and students.”

Helping: “Helping other staff…”

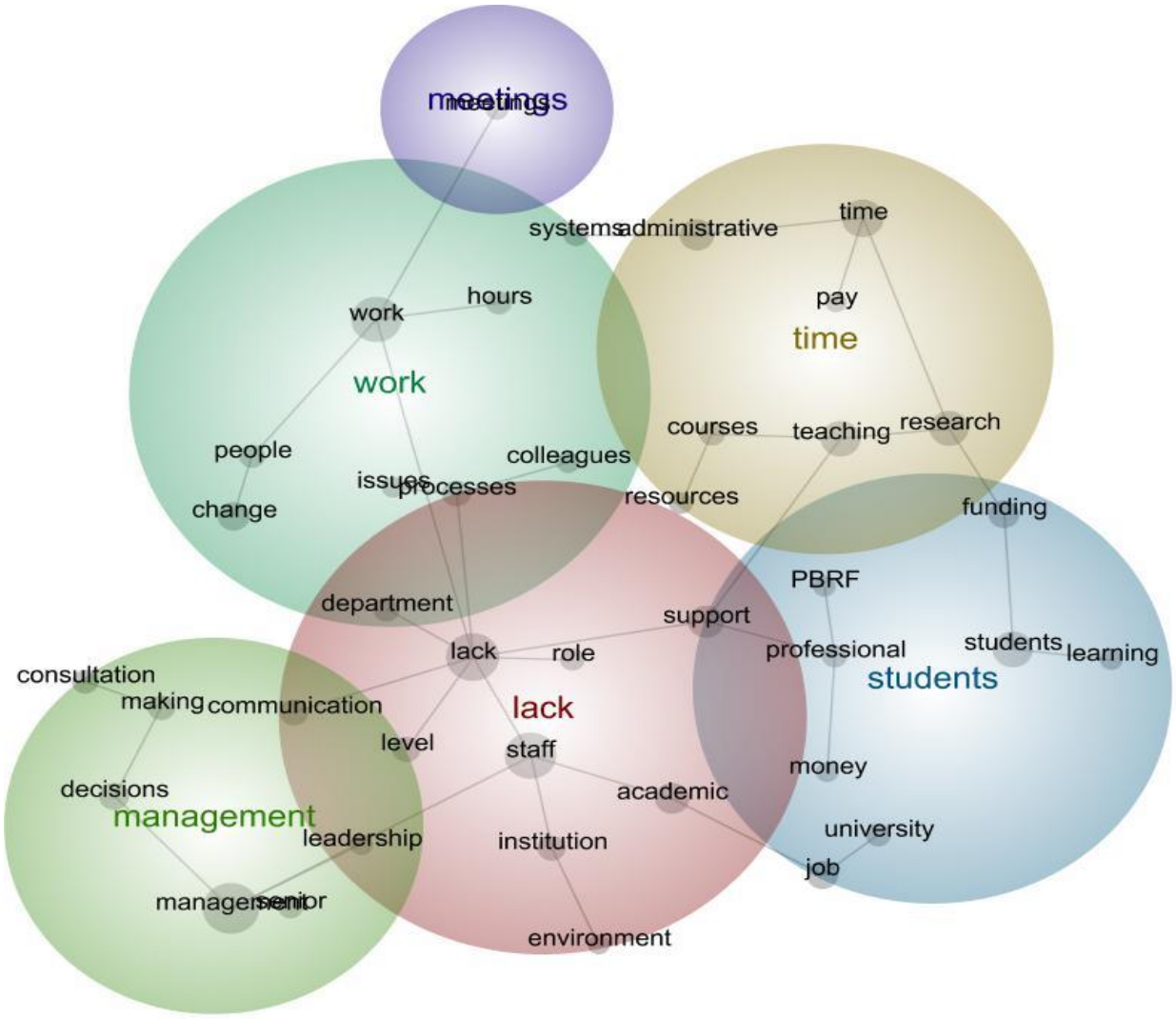
Department: “Contact with students and the relationships I have with other staff both within my department and across the university.”

Professional development: “Recognition of the hard work staff are doing in way of bonuses or opportunities for professional development.”

Dissatisfiers

The figure below maps the key ‘dissatisfier’ themes and sub-themes and how they relate to each other.

Dissatisfier themes and sub-themes



While a number of the themes ('Lack', 'Time' and 'Management') appear to be dissatisfiers, only two key themes from the satisfiers analysis are also featured strongly as dissatisfiers: 'Work' and 'Students'. The strongest theme in terms of hits and most connected theme is Lack. The Lack theme appears not to be essentially associated with resources and is expressed in relation to sub-themes of staff, support, academic, level, institution, department, role and environment. The Lack theme also inter-connects with the majority of the other major themes and is a dominant concern for this sample. Example quotations from respondents that reflect the Lack theme include:

> Managers: *"Bullying, dishonest managers, unethical behaviours among managers and a lack of understanding of what it is academics do."*
>
> Institution: *"Least rewarding is lack of career advancement opportunities."*
>
> Environment: *"Lack of privacy and noise in the office environment."*
>
> Staff: *"All I see is knee jerk responses, lack of foresight and a total disrespect for, and lack of concern for, staff.'*
>
> Information: *"Lack of information regarding potential reorganisation of departments. There is across the campus an assumption '"you know what is going on at different levels" – rather than explain to staff."*

'Time' is another key theme for dissatisfiers, with a high level of connectivity with the other themes identified by the sample. Examples of quotations from respondents that reflect the linkages between the Time theme and sub-themes include:

> Time: *"The amount of time spent on maintaining running records."*
>
> Teaching: *"Over timetabling: very full teaching load and therefore reduced preparation and marking time and less energy available to be creative."*
>
> Research: *"Exhaustion during term time when there are a multiplicity of tasks to complete – alongside trying to complete personal projects and research."*
>
> Administrative: *"Filling out forms for everything, wasting time on pointless administrative requirements imposed by pseudo-managers and clerks."*
>
> Courses: *"Not being given more decision making relating to courses and programmes. Not being able to control my time."*
>
> Resources: *"Research demands without the resources or time to act upon those demands."*
>
> Pay: *"Level of working conditions, annual leave, pay, time and budgeting for professional development."*

The 'Management' theme was strongly connected to the Lack theme and sub-themes included decisions, communication, consultation and leadership. Examples of quotations

from respondents that reflect the linkages between the Management theme and sub-themes include:

> Management: *"Too many managers."*
>
> Decisions: *"Central management seems very well insulated against criticism or influence from outside, and from the negative effects of their bad decisions."*
>
> Communication: *"Better communication from management about future developments."*
>
> Decision making: *"Disconnected management, management making decisions based on theory, with no knowledge of on the ground working conditions."*
>
> Consultation: "*Sometimes our feedback and facilitated consultations feel like they are token."*
>
> Leadership: *"Incompetent leadership who 'know best'."*

The 'Work' theme represents dissatisfiers in the nature of work. It is noted that this theme was also a satisfier. 'Work' had a strong overlap with Lack and was related to sub-themes such as change, processes, people and systems. Examples of quotations from respondents that reflect the linkages between the Work theme and sub-themes include:

> Work: *"Feeling my own work … is not valued by the community or the TEC." "PBRF-related distress across the board."*
>
> Change: *"Ability to influence changes in my working conditions."*
>
> Processes: *"The electronic processes are hugely frustrating. There are large numbers of new processes and very few work efficiently."*
>
> Hours: *"Long work hours – routinely 50-55 hours per week over the past 6 years."*
>
> People: *"Decisions being made without first talking to the people that actually do the work or work with a particular system."*
>
> Administration: *"Administrative tasks, often trying to use systems that don't work at the time."*

The 'Students' theme also appears in both satisfiers and dissatisfiers. The Student theme was strongly connected to Lack and Time themes, and included sub-themes related to funding, PBRF and professional programmes. Examples of quotations from respondents that reflect the linkages between the Students theme and sub-themes include:

> Students: *"Attitudes of some students – with over-developed senses of entitlement."*
>
> Funding: *"A better funding model to allow is to teach all our students effectively."*

University: *"I suspect universities are not facing up to this crises (student quality). If we failed students with poor writing skills our EFTS would plummet."*

Professional programmes: *"Elements particular to being in a professional programme - lots of itsy-bitsy things to do with student admin, teaching and selection."*

PBRF: *"PBRF type monitoring; emphasis placed on student evaluations; rising class numbers…"*

The findings reported here give a high-level overview of the key themes that emerged from the analysis of comments from our sample. The quotes are randomly selected by the system, but give some expression to the nature of the key satisfiers and dissatisfiers within each theme identified.